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ABSTRACT

In compliance with mandates of the Elementary and Secondary Education Act, the Arizona Department of Education has completed its evaluation of effectiveness for state and locally administered programs in the context of Arizona's existing Chapter 2 goals. The evaluation focused first on state-administered programs and then considered locally administered programs of training and professional development (T&PD). Benefits documented by the evaluation include, but are not limited to the following: (1) T&PD programs are a vital resource for Arizona teachers; (2) instructional skills and content knowledge that teachers receive have direct impacts on over 270,000 students in the school system; (3) the 66 districts that allocate Chapter 2 funds for T&PD comprise about 75 percent of the teachers and students in the state; (4) the structure of Chapter 2 T&PD programs allows teachers and administrators to target their own specific needs; (5) T&PD programs contribute positively to overall school improvement efforts; and (6) staff development activities under Chapter 2 helped inaugurate the Arizona Student Assessment Program. Six appendixes describe the evaluation methodology and the advisory committee, and include instruments used in the evaluation process. Seven charts, 3 tables, and 11 figures present study findings. (SLD)

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EVALUATION OF PROGRAM EFFECTIVENESS

Chapter 2-Assisted Programs of Training & Professional Development

Submitted to the
U. S. Department of Education

Under CHAPTER 2

Federal, State,
and Local Partnership
for Educational Improvement

Elementary and Secondary
Education Act (P. L. 100-297)

Arizona Department of Education
C. Diane Bishop, Superintendent

March 1992

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Arizona
Department of Education

C. DIANE BISHOP
Superintendent

March 2, 1992

Dear Colleagues and Friends of Education:

Arizona's *Evaluation of Chapter 2 Program Effectiveness* highlights the collaborative efforts undertaken by the Governor's Advisory Committee, the Arizona Department of Education (ADE) and the state's public school districts in response to Congress' accountability mandates.

In evaluating Chapter 2-supported Training & Professional Development programs, the Division of Research and Development and Chapter 2 Office surveyed many educators. Their assessments of quality and appropriateness of training were the foundation upon which this document is built.

I would like to thank the 379 district staff who helped evaluate state-administered training under the Arizona Student Assessment Program. Although the ADE has a strong interest in findings attributable to these individuals and their ADE counterparts who participated in regional workshops, our report more broadly points out the depth, quality and impacts of locally administered staff development programs.

I am particularly grateful to the 975 administrators, teachers and support services staff who thoughtfully responded to one or more surveys. Forty-three district coordinators provided listings of trainees, distributed questionnaires, answered inquiries about programs or procedures and assembled materials. Without their cooperation, a major portion of Arizona's evaluation could not have been realized.

Sincerely,

C. Diane Bishop

C. Diane Bishop
State Superintendent of Public Instruction

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NORTHERN ARIZONA UNIVERSITY

CENTER FOR EXCELLENCE IN EDUCATION
Division of Educational/Field Services

March 2, 1992

Ray B. Ver Velde

FROM: Dr. Raymond Ver Velde, Chairman – Governor's Advisory Committee

TO: The Secretary – United States Department of Education

SUBJECT: The Chapter 2 Evaluation of Program Effectiveness

Many of us, as members of the Governor's Advisory Committee, witnessed sizable changes in Arizona's Chapter 2 Program over the past decade. In 1981, we observed consolidation of 29 categorical programs into what was then termed the federal *education block grant*.

In 1988, under the auspices of the Hawkins-Stafford Elementary and Secondary School Improvement Amendments, Congress joined states in acknowledging the successes being portrayed locally in terms of innovation, flexibility and services to private school students.

Advisory Committee members are acquiring a genuine appreciation for the six targeted assistance areas now specified within Public Law 100-297. During their frequent examinations of program summaries and statistical data, especially at the LEA level, members identify many positive trends.

- Acquisitions in Arizona are increasingly *focused* upon outcomes. Districts gauge benefit, not by how frequently items are checked out, but in light of student performance. Refocused and far from a concept of buying "things," use of local Chapter 2 funds for library books and reference materials has diminished 21.8% over three years. By contrast, amounts budgeted for classroom computers have jumped 47.2%, highlighting the value districts ascribe to instructional technology.
- The Effective Schools Program came under scrutiny last year when the Advisory Committee noted that LEAs had not selected this area for funding in the 1989/90 school year. Members authorized a competitive process for fostering local efforts. Chapter 2-funded initiatives now comprise nearly $300,000 of district allocations.

Despite the positive results which committee members see, summaries of dollars spent and students served tell only a portion of the story. As a result, and in response to our legislative mandate, the Governor's Advisory Committee embarked upon an Evaluation of Program Effectiveness, conducted by the Arizona Department of Education.

The document for which this letter serves as cover is bounded by research pinpointing effectiveness of the largest of the targeted assistance areas: Programs of Training & Professional Development. It is hoped that our report will amply reflect the quality of the entire Chapter 2 Program and elicit an ongoing dialogue at the state and national levels.

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EVALUATION OF PROGRAM EFFECTIVENESS

Chapter 2-Assisted Programs of Training & Professional Development

Submitted to the
U. S. DEPARTMENT OF EDUCATION

Under CHAPTER 2

Federal, State, and
Local Partnership
for Educational Improvement

ELEMENTARY AND SECONDARY
EDUCATION ACT (P. L. 100-297)

Arizona Department of Education
C. Diane Bishop, Superintendent

March 1992

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Part I

INTRODUCTION

A. The Overall Goals of Arizona's Chapter 2 Program

With passage in April 1988 of the Hawkins-Stafford Elementary and Secondary School Improvement Amendments, Congress ushered in six areas of targeted assistance to education under Chapter 2 of the Elementary and Secondary Education Act (ESEA).

Entitled Federal, State, and Local Partnership for Educational Improvement, Chapter 2 solidified a series of robust accountability measures. Chief among these were the requirements placed upon state educational agencies (SEAs) to *report* the extent of services being delivered and to *evaluate* their impact upon each state's educational climate.

Chapter 2 requires SEAs to report the extent of services and evaluate their impact upon the state's educational climate.

In compliance with ESEA mandates, the Arizona Department of Education (ADE) has completed its evaluation of effectiveness for state and locally administered programs in the context of Arizona's existing Chapter 2 goals.

This report has been submitted for review and comment by the Governor's Chapter 2 Advisory Committee. Publication of the *Evaluation of Chapter 2 Effectiveness* is the final event in a series of steps taken to make research findings and subsequent analyses of programmatic impacts available to Congress and the general public.

The Evaluation of Chapter 2 Program Effectiveness follows the U.S. Department of Education's report formatting guidance.

As a convenience to those readers whose intent is to view more quickly the content specified in Section 1522(a)(6)(B) of ESEA Chapter 2, the following parts are recommended.

Requirements related to publication of this report are addressed within Table 1; Part I.C; Parts II.C, II.D and II.E; as well as Appendices 1 and 2.

State Chapter 2 Goals

In planning annual expenditures tied to an Effective Schools effort, the ADE exceeds the requisite spending threshold established by Congress, fulfilling responsibilities under ESEA Section 1521(a)(3):

- assistance to local educational agencies (LEAs) in conducting their Effective Schools programs and
- statewide activities to carry out Effective Schools programs.

Of $783,251 available for state use in SY 91 (school year 1990-91), the ADE reserved 56.4 percent of set-aside dollars for the state's Effective Schools Program. Because of available Chapter 2 funding, ADE made sizable inroads during the period covered by this evaluation in prescribing vigorous pupil competency requirements through the creation of the Arizona Student Assessment Program (ASAP).

This innovative endeavor, under its operational umbrella, *Goals For Educational Excellence*, represents Arizona's primary response to the national Effective Schools mandate. Thus, ASAP serves as the springboard for fundamental shifts in student assessment and reform of instructional delivery methods. Successful implementation of ASAP depends upon a restructuring of curriculum against a list of requisite basic and higher-order skills, the mastery of which the State Board of Education considers essential to learning in grades K-12.

To ensure successful implementation of ASAP and thereby realize a majority of its Chapter 2 goals, the ADE launched a transitional program of Training & Professional Development (T&PD).

The ADE provided these Chapter 2-supported training services to representatives of Arizona public school districts, as well as ADE liaisons who worked as technical advisers in initiating ASAP.

Viewed solely in terms of progress made in SY 91, this state-sponsored initiative came to be seen as a dominant vehicle for driving certain local educational innovations and systemic reforms. In early planning of this evaluation and as evidenced by findings presented in Part II.A, researchers found many reasons for including ASAP-related T&PD activities within the *EVALUATION OF CHAPTER 2 PROGRAM EFFECTIVENESS*.

Local Chapter 2 Goals

To gain an appreciation of local Chapter 2 goals in terms of dollar commitments, see Table 1 on page 4.

Each year the Arizona Department of Education receives federal funding under Chapter 2 that is delivered in the form of financial assistance to the state's local educational agencies (LEAs). By restricting requirements imposed upon public school districts to those found solely within regulations promulgated under ESEA, the ADE assists in promoting its overall goals of

- increased flexibility in a district's choice of allowable activities,
- significant reductions in local administrative burdens, and
- full access by private school students to services.

To gain a better understanding of specific goals inherent in Arizona's local Chapter 2 programs, the reader is invited to examine Table 1, *Three-Year Summary of Targeted Assistance Areas*, on page 4. This information further clarifies Chapter 2 spending trends.

ADE's process for Special Projects applications, the mechanism used to allocate local Chapter 2 funds, characterizes the steps that must be followed to ensure systematic consultation between parents, educators and the community at large. Illustrative of increased planning and consensus-building during each of three school years, SY 90, 91 and 92, are the dramatic, ten-fold increases in dollar commitments to locally administered Effective Schools programs.

State goals encourage innovation and require the tracking of improvements in student achievement whenever LEAs plan Chapter 2-supported acquisitions. For example, purchases of library books and reference materials under Targeted Assistance Area 2a must support academic pursuits in literacy, math, science and other realms. Refocused and far from a concept of buying things, 2a allocations have diminished 21.8% over three years. By contrast, procurement of classroom computers accelerated by 47.2%, suggesting the shifting emphasis and true impact districts ascribe to instructional technology.

The most compelling example of programmatic thrust among LEAs is their 11 percent increase, over three years, in funding for local programs of Training & Professional Development.

Throughout the twelve months covered by Arizona's evaluation, 66 districts spent more than $2.1 million on Chapter 2-supported T&PD activities. Seen purely in terms of goal-setting, this sizable amount represents 38.9 percent of SY 91 dollars distributed to Arizona's 197 participating districts.

Comparable to assertions made at the state level, local programs of Training & Professional Development are recognized as a key element of systemic change. Findings presented in Part II.B reinforce the notion that T&PD activities encompassed a majority of the Chapter 2 goals set at both local and state levels while providing the critical ingredient for educational restructuring and offering assurance that all children have access to the finest educational practices.

B. Allotment and Procedures for Allocation of Chapter 2 Funds

Arizona's allotment under Chapter 2 is based upon the state's population of pupils, age five through seventeen. The ADE received $6,232,511 in SY 91, the period during which this evaluation was conducted. Approximately 13 percent of that amount was reserved for state-initiated projects and leadership activities, including the allowable portion covering program administration.

As previously mentioned, more than 56 percent of the $783,251 reserved for state use was applied to the ADE's Effective Schools effort, including those Training & Professional Development activities that assisted local educational agencies in implementing the Arizona Student Assessment Program.

The ADE distributed a little over 87 percent of the state's allotment to LEAs in SY 91. $5,449,260 was allocated to 220 school districts and five accommodation districts to address the supplementary educational needs of 588,648 public school students and 20,632 private school students in grades K-12.

One hundred ninety-seven public school districts, among the 225 potential applicants for funding, submitted their SY 91 Chapter 2 applications. Districts participating in the program were awarded 99.3% of all available dollars. LEAs which chose to forego Chapter 2 funding despite an apparent need did so because of extremely small allocation amounts.

Allocation Formula. The allocation formula established by the Governor's Chapter 2 Advisory Committee and approved by the Secretary of Education is governed by the following criteria.

Enrollments – LEAs are credited with student counts for the school year (July 1 through June 30) which precedes the twelve-month period for which the allocations are being made. Verified 40th-day student counts are used for both public and private schools participating in programs assisted under Chapter 2.

Of all Chapter 2 dollars available for allocation at the local level, 99.3% reached 197 participating districts in SY 91.

High Cost Populations – (1) LEAs are awarded an additional .05 weight for *"children living in areas with high concentrations of low-income families"* based upon at least 49 percent of the student population qualifying for the federal program of free/reduced lunches; (2) LEAs with *"children from low-income families"* receive an additional .05 weight for each Chapter 1-eligible child; and (3) LEAs with enrollments of less than 500 students are awarded a weight of .1 per student to offset problems encountered by *"children living in sparsely populated areas."* A unified district in Arizona whose K-8 or 9-12 enrollment is below 500 students also qualifies for this additional funding increment.

During SY 91, approximately $5.5 million was allocated at the local level for all six of the targeted assistance areas specified under Chapter 2, Section 1531. Table 1 identifies amounts budgeted by districts within these program areas and gives the number of districts operating such programs. Chart 1 displays a bar-graph representation of impacts of local decision-making during SY 90, 91 and 92. Clearly, there are many Arizona districts which foster innovative classroom practices through programs of Training & Professional Development and acquisitions that are triggered by the infusion of updated curricular content.

Table 1

Three-Year Summary of Targeted Assistance Areas

Chapter 2 Targeted Assistance Areas	SY 90			SY 91			SY 92		
	Amount Budgeted	Percent of Total	No. of Districts	Amount Budgeted	Percent of Total	No. of Districts	Amount Budgeted	Percent of Total	No. of Districts
1. Programs serving students at risk and those whose education entails higher costs	$ 707,590	13.3%	34	$ 636,409	11.8%	51	$ 548,032	9.8%	44
2. Programs to acquire and use:									
a. Library Materials	807,783	15.2	119	794,613	14.7	118	632,022	11.3	106
b. Computers/Software	321,623	6.1	58	344,479	6.4	68	473,476	8.5	62
c. Other Curricular Materials	300,657	5.7	38	372,182	6.9	48	321,137	5.8	59
3. Innovative programs:									
a. Schoolwide Improvements	–	–	–	–	–	–	9,097	.2	2
b. Effective Schools Program	–	–	–	25,759	.5	1	273,845	4.9	4
4. Programs of Training & Professional Development (T&PD)	1,915,976	36.1	63	2,105,389	38.9	66	2,127,466	38.2	79
5. Programs enhancing personal excellence and student achievement, including:									
a. Ethics	–	–	–	–	–	–	1,000	.1	1
b. Performing & Creative Arts	142,535	2.7	19	126,185	2.3	19	126,867	2.3	21
c. Humanities	–	–	–	8,400	.2	4	5,700	.1	4
d. Physical Fitness	2,371	.1	2	4,343	.1	4	2,810	.1	4
e. Comprehensive Health	40,000	.8	1	45,812	.8	2	39,788	.7	2
f. Community Service	–	–	–	6,210	.1	2	7,337	.1	4
g. Other	286,033	5.4	12	234,564	4.3	16	199,610	3.6	32
6. Programs enhancing school climate and educational programs, including:									
a. Gifted & Talented	154,555	2.9	23	141,301	2.6	25	145,226	2.6	23
b. Technology Education	–	–	–	2,500	.1	1	–	–	–
c. Early Childhood Education	83,750	1.6	2	94,205	1.7	6	83,608	1.5	8
d. Community Education	54,378	1.0	5	31,360	.6	8	36,006	.6	6
e. Youth Suicide Prevention	–	–	–	–	–	–	–	–	–
f. Other	295,247	5.6	31	181,780	3.4	25	243,553	4.4	29
7. Program Administration	192,032	3.5	32	256,159	4.6	34	297,573	5.2	42
TOTAL	5,304,530	–	–	5,411,650	–	–	5,574,153	–	–

Source: Arizona Department of Education Chapter 2 Office. Annual Special Projects Applications: School Years 89/90, '91 and '92.

C. Plan For Selection and Evaluation of Programs of Training & Professional Development

The national Chapter 2 Steering Committee heard presentations at conferences over the past three years which strongly suggested that very few state educational agencies possessed the resources needed to conduct in-depth, formal evaluations of all six targeted assistance areas.

In their attempts to explain the critical aspects of programmatic impact and effectiveness, SEAs were cautioned not to extend their arena of study beyond that which might render them incapable of offering any but the most topical of assertions.

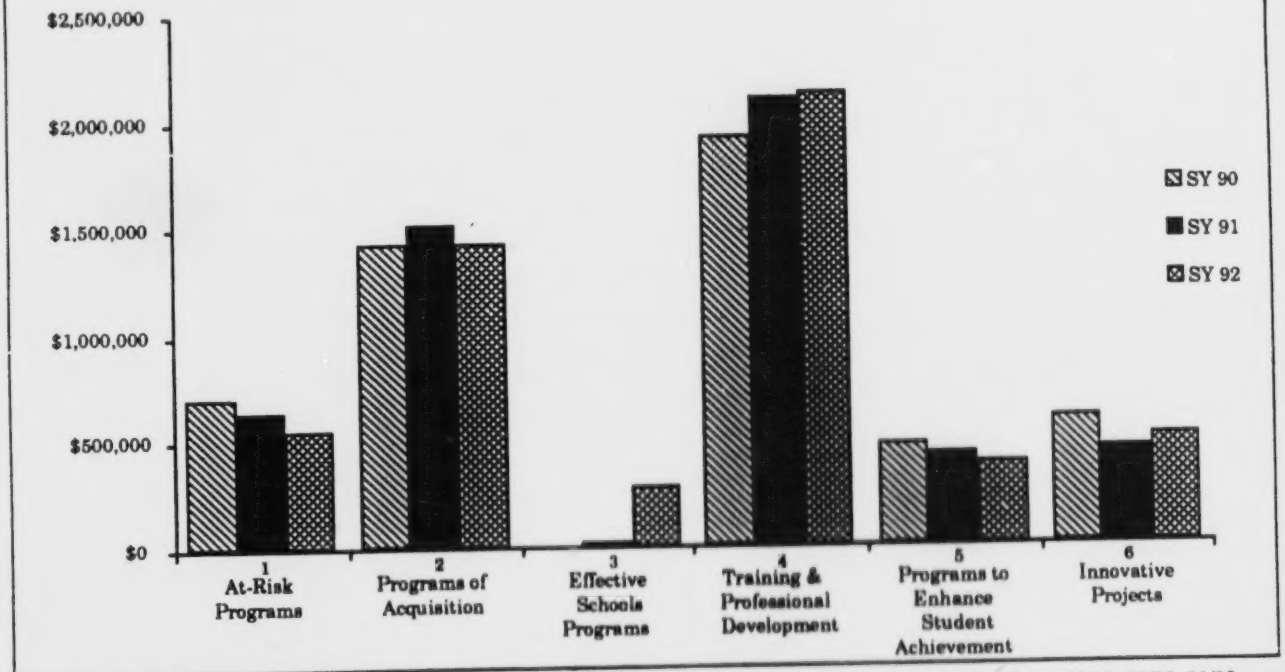
Arizona's intent was to standardize the survey protocols at each of the two levels comprising its evaluation. This choice helped unify focus, sampling strategies and data collection methodologies while improving each survey's relevance to the overall investigation scheme.

Mindful of time and resource constraints, the Arizona Department of Education chose to limit its evaluation of targeted assistance areas to one or two major programmatic initiatives being operated in SY 91.

Targeted Assistance Area 4 accounted for the largest combined allocations during the first three years of ESEA.

Chart 1

Three-Year Comparison of Targeted Assistance Areas



Source: Arizona Department of Education Chapter 2 Office. Annual Special Projects Applications: School Years 89/90, 90/91, 91/92.

Targeted Assistance Area 4, comprising programs of *Training & Professional Development (T&PD)*, emerged as the only area meeting criteria established at the onset of planning. This one program area:

- accounted for the largest combined state and local allocations,
- involved a substantial degree of participation by Arizona districts,
- produced the greatest impact upon educators and students, and
- embodied shared goals and focus at both state and local levels.

In reflecting upon ADE's decision to restrict the scope of the evaluation by narrowing its selection of targeted assistance areas to Area 4, it is helpful to examine the inherent difficulties linked to possible evaluation of the other five areas.

Qualitative summaries of various targeted assistance areas presented on this page help to acquaint the reader with the rationale behind the ADE's selection of Chapter 2-supported T&PD activities for evaluation.

Targeted Assistance Areas 1, 5 and 6. Three of the six targeted assistance areas consist of instructional activities that offer services directly to students. Although significant at the local level in terms of Chapter 2 dollars allocated (see Table 1), state-level expenditures in Targeted Assistance Areas 1, 5 and 6 are relatively small.

Attempts at the local level to assist ADE in evaluating these areas were met by predictable obstacles. Notable was the expressed inability of districts to design and implement pre- and post-assessments of student gains attributable to the 163 different programs and to complete this work within the allotted time.

Researchers felt that the flexibility employed in designing curriculum and programs in participating districts precluded development of uniform measurement procedures. In addition, the potential for gaps in individual student achievement indicators over a multi-year period pointed to anticipated shortfalls in data collection which would later skew results and influence statistical reliability.

Targeted Assistance Area 3. Chapter 2-controlled expenditures under Targeted Assistance Area 3, while growing dramatically, had not exceeded five percent of all local allocations during the first three years of ESEA.

Most local Effective Schools programs and schoolwide improvement activities, especially in urban districts with enrollments of more than 5,000 students, had been established using nonfederal funds. As a result, LEAs which operated their locally supported adaptations of the national Effective Schools model in SY 91 were not eligible for consideration in this evaluation.

Targeted Assistance Area 2. SEA expenditures for library books, reference materials, classroom computers, instructional software and other curricular materials were virtually nonexistent in SY 91. At the local level, however, these important purchases made up the *second* largest commitment of Chapter 2 funds.

Targeted Assistance Area 2 remained for some time a viable candidate for evaluation because LEAs consistently document the extraordinary need for such expenditures. Districts continue to view this program in terms of its flexibility and responsiveness to the decision-making prerogatives entrusted to classroom teachers.

However, Area 2 was not selected due primarily to a lack of comparable expenditures at the state level. Additionally, the absence of uniform recordkeeping by LEAs would have made collection of *verifiable* teacher and student feedback nearly impossible.

Researchers shared the obstacles attributable to investigations of Area 2 and

other major areas with members of the Governor's Chapter 2 Advisory Committee at the onset of the planning process. Discussions eventually centered upon the selection of Training & Professional Development (T&PD) activities for the state's bilevel evaluation.

At the state level, researchers devised two surveys involving both departmental employees and district personnel participating in ADE-administered T&PD activities that were tied to Arizona's Effective Schools effort.

At the local level the evaluation design called for two additional surveys – one to capture feedback from individuals who served as district T&PD coordinators in the 43-district study group and one to cover a sample of the more than 5,800 trainees involved in district training programs.

Rationale at the State Level

The Arizona Department of Education budgeted 25 percent, or approximately $194,000, of its state set-aside monies in SY 91 for ASAP-related Training & Professional Development. Of this amount, the ADE allocated $144,000 within its Effective Schools line item to provide Arizona educators with the knowledge and skills their districts would require to implement the Arizona Student Assessment Program.

A majority of LEA representatives attended both a fall 1990 ASAP conference and one of the 15 regional workshops that were held in the spring of 1991. Researchers developed the *Survey of Conference Effectiveness* (see Appendix 3) to gather the impressions of these participants and request their assessments of the quality of state-sponsored training they received.

The ADE earmarked an additional $50,000 of Chapter 2 set-aside funds under Targeted Assistance Area 4 for the training of state employees who functioned as district liaisons for the ASAP implementation process. Because a small number of ADE staff were involved, researchers used an interview format (see the *ASAP Liaison Questionnaire* located in Appendix 4) to investigate the effectiveness of in-service training given the 15 ASAP liaisons.

Rationale at the Local Level

Selection of Targeted Assistance Area 4 at the *state* level encouraged researchers to review more fully the role which programs of Training & Professional Development play at the *local* level.

During SY 91, 66 districts or roughly one-third of all participating districts in Arizona allocated Chapter 2 funds for T&PD activities. Although a greater number of districts chose to fund more sufficiently other program areas, Targeted Assistance Area 4 remained significant in terms of its monetary impact. A comparison of all allocations (refer to Table 1) indicated that T&PD expenditures accounted for the largest *dollar* totals in each of the three years following ESEA authorization.

Having established the rationale for including *locally administered* T&PD activities in the state's evaluation, the next phase of the planning process required identification of a viable study group at the LEA level. Among considerations was the extent to which Chapter 2 funds were being applied in terms of program design and district control.

Earlier inquiries of district contact persons indicated, especially among larger LEAs, that local T&PD matching resources more than doubled whenever Chapter 2 funding rose above an observable threshold of $5,600.

Reasonable prospects for limiting the size of this emerging study group revolved around the fixed $5,600 cutoff. The primary intent was to drop from formal evaluation any incidence of Chapter 2 funding linked to one-time in-services or training not fully identified with an ongoing T&PD program.

Classroom teachers are frequently the first to recognize the long-term benefits of staff development.

The survey design incorporated a realization that trainees attending Chapter 2-supported T&PD activities would possess the critical assessment skills needed to measure benefits they had derived from training.

As professional educators, their feedback on program impacts would, therefore, help ensure accuracy of evaluative data.

Evaluating programs at the local level centered on the statistical adequacy of the emerging study group. There was an underlying rationale for restricting the size of this group. Researchers felt that trainees from districts with greater dollar commitments to training would find the majority of questions highly relevant and easy to answer. Yet, the study group had to be large enough to ensure responses in sufficient numbers, termed a valid *N count*, so as to preserve the statistical reliability of collected data.

In contrast to concerns regarding the exclusion of some feedback, note that researchers barred from scrutiny merely 1.9 percent of the amount budgeted during SY 91 for Chapter 2-assisted T&PD activities. More than 98.1 percent of selected T&PD expenditures and the resulting impact of these dollars remained available for study, although the final LEA study group was confined to just 43 of the 66 participating districts.

The following data define the study group in terms of its proportional representation within the larger membership of the 66 districts operating Chapter 2-supported T&PD programs and in relation to the 220 districts in Arizona which enroll students.

Relative Characteristics of the 43-District Study Group

Category	Study Group Total	As a % of 66 Districts	As a % of Arizona Districts
Students	476,645	94%	73%
Schools	613	90%	58%
Total Certified Staff	28,199	93%	70%
Administrators	1,387	91%	65%
Teachers	24,575	93%	71%
Support Services Staff	2,237	91%	65%

As shown, the study group comprised 43 districts which included 73 percent of Arizona's overall student enrollment and 70 percent of all certified personnel employed in public schools. This group also encompassed 58 percent of the state's public

schools and, most significantly, 71 percent of our K-12th grade teachers.

The *Chapter 2 Coordinator Questionnaire* placed a strong emphasis upon the impressions of 43 individuals who served as district T&PD coordinators. Researchers developed this instrument to investigate the structure and administration of T&PD activities within the study group. (Appendices 5 and 6 contain the two survey instruments used to evaluate locally administered T&PD programs.)

This discussion of Arizona's Evaluation Plan concludes with a notable assertion: selection rationale at both state and local levels rested heavily upon the extent to which LEAs embraced T&PD activities as their primary means of influencing structural change and educational reform.

The magnitude of potential impact upon the state's educational community, in terms of the number of students and public schools within the study group, is suggested by Table 2, *Characteristics of Districts with Chapter 2-Funded T&PD Programs.*

To contrast the 43 districts in the study group with the remaining 23 districts which also participated during SY 91 in Chapter 2-funded staff development, refer to Figure 1, *Dispersion of Locally Administered Programs of Training & Professional Development.* Figure 1 displays the location of each of the 66 public school districts and illustrates the acceptance that T&PD programs have gained throughout Arizona.

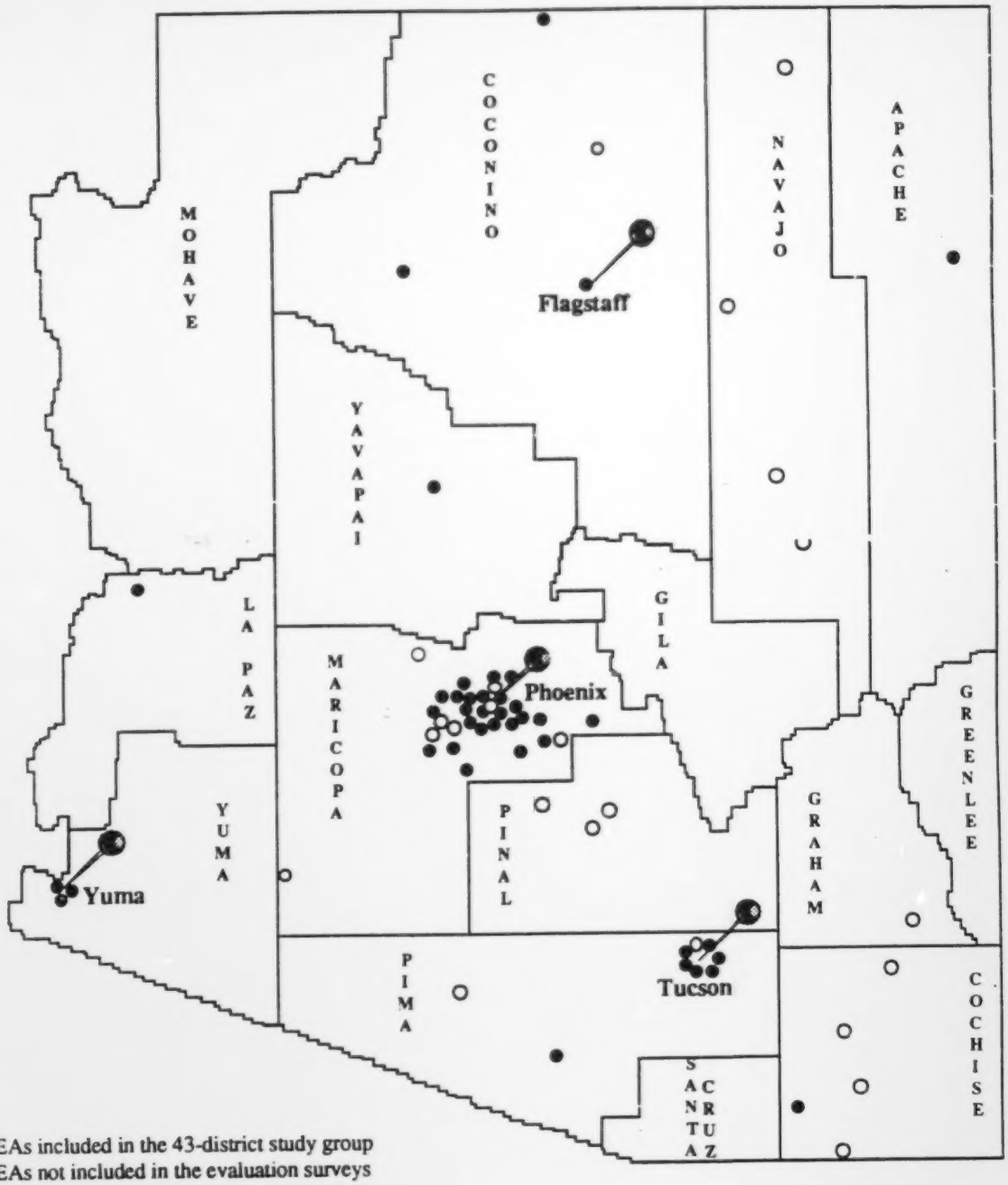
Table 2

Characteristics of Districts with Chapter 2-Funded T&PD Programs

Districts Within Study Group (43)	Administrators	Teachers	Support Svcs.	All Certified	Student Enrollments	No. of Schools
Alhambra Elementary	22	420	22	464	8,720	10
Amphitheater Unified	96	726	102	924	15,080	16
Apache Junction Unified	18	197	58	273	4,386	5
Catalina Foothills Unified	8	182	15	205	2,579	4
Chandler Unified	42	598	77	717	12,010	14
Chino Valley Unified	8	88	7	103	1,521	3
Crane Elementary	13	244	6	263	5,309	5
Creighton Elementary	15	300	28	343	5,381	7
Deer Valley Unified	41	845	50	936	16,833	18
Flagstaff Unified	43	633	56	732	12526	18
Flowing Wells Unified	20	254	20	294	5,720	8
Ganado Unified	11	116	15	142	2,020	4
Gilbert Unified	24	566	80	670	11,497	12
Glendale Elementary	28	485	22	535	9,643	12
Glendale Union High	47	795	55	897	13,162	9
Indian Oasis-Baboquivari Unified	11	86	6	103	1,007	4
Isaac Elementary	18	269	11	298	5,568	6
Kyrene Elementary	26	550	39	615	11,219	13
Lake Havasu Unified	14	213	10	237	4,494	6
Laveen Elementary	7	108	6	121	1,753	2
Litchfield Elementary	5	73	3	81	1,561	3
Madison Elementary	16	215	9	240	4,078	6
Marana Unified	26	374	26	429	8,020	11
Maricopa Unified	5	52	13	70	936	3
Mesa Unified	114	3,292	212	3,618	67,695	62
Page Unified	9	177	32	218	2,960	4
Paradise Valley Unified	56	1,489	82	1,627	28,657	30
Pendergast Elementary	15	235	11	261	4,364	5
Peoria Unified	60	1,153	131	1,344	21,900	23
Phoenix Elementary	29	442	14	485	8,509	16
Phoenix Union High	59	1,194	111	1,364	21,495	16
Roosevelt Elementary	48	584	25	657	11,228	18
Scottsdale Unified	53	1,161	70	1,284	21,076	25
Sierra Vista Unified	23	344	26	393	7,065	8
Sunnyside Unified	35	697	58	790	14,210	17
Tempe Elementary	52	786	51	889	11,056	23
Tempe Union High	26	584	155	765	8,916	4
Tolleson Union High	18	155	12	185	2,603	2
Tucson Unified	178	2,805	468	3,451	60,556	108
Washington Elementary	58	1,287	46	1,391	23,894	32
Williams Unified	3	45	3	51	747	3
Yuma Elementary	31	429	15	475	9,203	15
Yuma Union High	17	293	26	336	6,608	3
Study Group Totals SY 91	1,448	25,541	2,284	29,273	497,765	613
% of Study & Nonstudy Groups	91%	93%	91%	93%	94%	90%
% of all Arizona Districts	65%	71%	65%	70%	73%	58%
Study Group Average				681	11,576	14
Nonstudy Group Totals SY 91	147	1,938	231	2,316	32,832	66
% of Study & Nonstudy Groups	9%	7%	9%	7%	6%	10%
% of all Arizona Districts	7%	5%	7%	6%	5%	6%
Nonstudy Group Average				101	1,427	3
Total of Study & Nonstudy Groups	1,595	27,479	2,515	31,589	530,597	679
Total of all Arizona Districts	2,242	35,929	3,535	41,706	683,876	1,059

Source: Research and Development, Arizona Department of Education. School District Employers Report, School Year 1991.

Figure 1
Dispersion of Locally Administered Programs of Training & Professional Development



● LEAs included in the 43-district study group
○ LEAs not included in the evaluation surveys

Sixty-six local educational agencies (LEAs) in Eleven Arizona Counties operate Chapter 2-funded Programs of Training & Professional Development

Source: Arizona Department of Education, Chapter 2 Unit, Annual Special ProjectsApplications, School Year 1991.

Part II

EVALUATION OF CHAPTER 2 PROGRAM EFFECTIVENESS

Overview. This portion of the report describes and explains the four separate, but interrelated, areas of investigation making up the Chapter 2 evaluation. To gather data, the Arizona Department of Education (ADE) Research and Development Division initiated two surveys at the state level and two at the local level. The framework for Arizona's evaluation effort is formed by these survey instruments.

Sections A and B clarify protocols for individual surveys in relation to focus, sampling strategy and data collection methodology. The specific findings reported for each of the four surveys are discussed in terms of their significance within the overall evaluation scheme. Part II concludes with several interrelated perspectives, namely sections C, D, and E, which highlight notable changes in educational services, effects upon Arizona's students and teachers, and effectiveness indicators pertinent to this evaluation.

State-administered Training & Professional Development (T&PD) encompassed a major statewide conference and regional workshops for local educational agency (LEA) staff. All these activities were conducted during the SY 91 evaluation period. Also included were orientation sessions delivered to ADE employees assisting school districts in their pursuit of strategies conducive to implementing the Arizona Student Assessment Program (ASAP).

At the state level, the *Survey of Conference Effectiveness* uncovered impacts experienced by local district representatives who participated in the fall 1990 ASAP conference and follow-up workshops in spring 1991. A second survey, the *ASAP Liaison Questionnaire*, gauged the effectiveness of training and orientation given to ADE staff working as technical liaisons to facilitate the state's inauguration of ASAP.

To evaluate the effectiveness of Arizona's Chapter 2 Program, researchers developed four surveys—two at the state level and two at the local level.

Together, these surveys performed the vital role of investigating the capacity of ASAP-related Training & Professional Development to foster the establishment of this statewide initiative for educational innovation and systemic reform.

In similar fashion, two complementary surveys were utilized to appraise locally administered T&PD activities in light of their potential to further educational restructuring and to assure access for children to the finest educational practices. The *Local Chapter 2 Evaluation Survey* asked Arizona's educators to assess the effectiveness of local T&PD programs while a second survey, the *Chapter 2 Coordinator Questionnaire*, examined administrative structure and the established systems for providing local staff with Chapter 2-supported staff development opportunities.

Part II.B explains the portion of the Chapter 2 evaluation dedicated to study at the local level. Its contents are pivotal to gaining an understanding of the significance attached to the entire report.

Analysis of locally administered T&PD programs yielded a wealth of insights into what is undoubtedly the dominant vehicle for effecting excellence among Arizona's teachers, administrators and support services personnel.

A. State-Administered Programs of Training & Professional Development (T&PD)

1. State Funds Allocated for T&PD Activities under the Arizona Student Assessment Program (ASAP)

Evaluation of state-administered T&PD programs involved two surveys.

The evaluation of state-administered programs of Training & Professional Development involved two surveys. First, the *Survey of Conference Effectiveness* investigated the impact of the training experienced by LEA staff engaged in learning about the workings of the Arizona Student Assessment Program. This survey was distributed to local district representatives who participated in one of the ASAP regional workshops supported by Chapter 2 funding which were held in SY 91.

A second survey, the *ASAP Liaison Questionnaire*, probed a disparate but complementary aspect of training. ADE employees serving in the technical assistance role of ASAP liaisons assessed the efforts put forth by the state educational agency (SEA) to prepare them for introducing ASAP on the district level.

Excluding Chapter 2 expenditures for ADE oversight and program administration, $587,439 was available in SY 91 for a variety of targeted assistance areas. Thirty-three percent or $194,000 was budgeted for the state-administered program of Training & Professional Development selected for evaluation.

Of this amount, approximately $144,000 was dedicated to the training of local district representatives attending one major statewide conference and follow-up regional workshops held in support of the state's Effective Schools effort, of which the Arizona Student Assessment Program is an integral part.

In addition to supporting this statewide initiative through the fall 1990 conference and spring 1991 workshops, another $50,000 was earmarked for the training needed by state ASAP liaisons to enable them to assist districts in ASAP implementation.

2. The Number and Types of Participants Involved

During SY 91, state administrators first introduced the Arizona Student Assessment Program and devised a coordinated plan for training local district representatives about ASAP. Full implementation of the instructional aspects of ASAP as well as the testing portion of the program is scheduled for September 1993.

Sixteen individuals employed by ADE served as liaisons to districts throughout the state. These liaisons facilitated implementation of ASAP's instructional and assessment strategies for classroom use and emphasized the necessity for adoption of the complete set of essential skills, including basic and higher-order skills, upon which ASAP is based.

In October 1990, ADE sponsored a single statewide ASAP conference which introduced the main elements of the new program to local administrators, teachers and other educators. ASAP liaisons conducted fifteen regional workshops during the spring of 1991. These training sessions focused upon exercises tied to district acceptance and understanding of the new assessment and instructional program.

ADE surveyed 388 participants as they departed the spring 1991 regional workshops. A comparable exit survey of participants who had attended the October 1990 statewide conference was not possible. However, researchers recognized that many of the participants attending spring workshops also would have participated in the fall conference.

Therefore, the *Survey of Conference Effectiveness* was designed to solicit responses relative to both of these training components. This cross-matching of individuals attending ASAP training under two distinct formats yielded useful longitudinal information on the effectiveness of state-sponsored training and technical assistance that would not otherwise have been available.

Prior to the scheduling and conduct of regional workshops, ADE staff underwent extensive ASAP in-service training. Topics for these sessions included curriculum development and alignment, instructional practices and content delivery strategies as well as briefings on the emerging aspects and unresolved problems associated with ASAP.

For the Chapter 2 evaluation, 16 ASAP liaisons were questioned regarding the impact training had upon them. The *ASAP Liaison Questionnaire* was the primary survey instrument used by researchers to conduct interviews and collect information from each of these ADE employees.

3. Survey of Participants Attending Statewide ASAP Training

◆ Focus

At the state level, the *Evaluation of Chapter 2 Program Effectiveness* focused on the perceived impact of Training & Professional Development activities supporting ADE's establishment of the Arizona Student Assessment Program. Researchers investigated all such state-sponsored training conducted during SY 91. Benefits and effectiveness of training were measured in two research components, each dependent upon separate, but interrelated, survey instruments.

The *Survey of Conference Effectiveness* examined the attitudes and impressions of LEA participants toward an introductory, state-sponsored ASAP conference in the fall of 1990 and additional regional workshops held some six months later. The unique nature of the Arizona Student Assessment Program strongly influenced the development process needed to achieve an appropriate LEA training sequence. Therefore, a brief explanation of ASAP follows.

ASAP embodies an innovative approach to continuous assessment of student performance which, in turn, has prompted a fundamental shift in the administration of achievement testing, a change in instructional delivery methods used in the classroom and a revision of the curriculum being employed to teach Arizona's K-12 public school students.

The testing portion of ASAP represents an uncommon departure from traditional, nationally normed tests used in Arizona since the early 1980s. The performance-based assessments, constructed from a list of state-approved essential skills, are intended to supplement the more general multiple-choice tests given annually to all students in all grade levels.

Bringing ASAP on line necessitated the creation of a dual testing program wherein the Iowa Tests of Basic Skills (ITBS) and the Tests of Achievement and Proficiency (TAP) would be administered by districts to all students in the first semester followed by limited ASAP pilot testing in the second semester for students in grades 3, 8 and 12. This represented a modification in district scheduling of student testing which had previously been conducted in April. Instructional aids for teachers in grades 1-12 also had to be integrated into the curriculum to prepare students academically for this new style of assessing their achievement.

Because ASAP embodied such innovation and reform, it was crucial that the *Survey of Conference Effectiveness* be designed to focus directly on the following elements:

- the technical knowledge required of facilitators to conduct T&PD sessions,
- the utility of handouts and other materials,
- the effectiveness of formal presentations and small-group exercises,
- the level of understanding acquired by local district personnel regarding ASAP and its departure from traditional student assessment methods.

The survey asked participating K-12 educators for evaluations of both the fall 1990 and spring 1991 ASAP familiarization sessions.

◆ Methodology

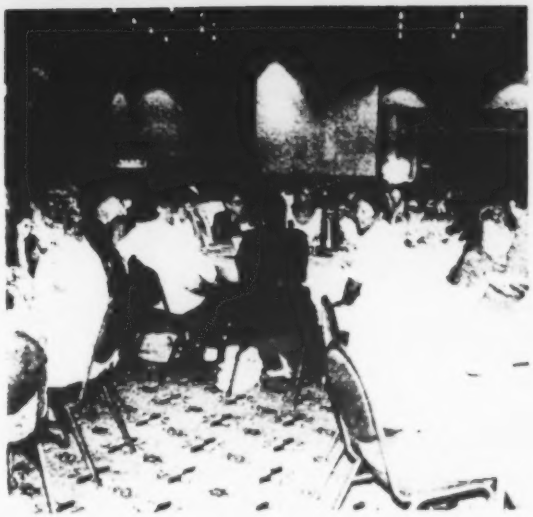
The ADE Research and Development Division (R&D) designed a survey instrument to measure the LEA perspective regarding the impact of ASAP-related Training & Professional Development provided by the state. As an aside, ADE staff were interested in using the evaluation results to assist in determining the type and amount of technical assistance that would be required by LEAs to complete ASAP implementation following the SY 92 pilot testing.

The *Survey of Conference Effectiveness* was designed to collect data in three parts. First, researchers requested respondent demographics. In Part 2, questions were asked regarding the effectiveness of the regional workshop attended by survey respondents. Because the Chapter 2 evaluation was begun after the October 1990 conference had been held to introduce ASAP, Part 3 of the questionnaire asked respondents whether they had attended that fall conference. If so, they were asked to answer questions on its effectiveness and outcomes.

The survey instrument specifically examined the effectiveness of the ASAP staff facilitators, the quality of ADE-developed handout materials, the usefulness of small group sessions and whether participation by local district personnel led to increased understanding of the ASAP goals, objectives and the required implementation tasks.

This survey was distributed at the conclusion of each of 15 regional workshops held in March and April 1991. A total of 388 participants completed questionnaires. Their responses provided researchers with major content groupings of collected data, representative of the survey's three parts.

Districts used the assessment materials developed for the ASAP regional workshops to convene their own follow-up sessions locally.



Appendix 3 contains the survey instrument, which is outlined below, and survey results in their entirety.

Survey of Conference Effectiveness Outline

Part 1. Respondent Demographics
- a. Participant Characteristics
- b. Educational Attainment
- c. Job Descriptors

Part 2. Delivery of Today's ASAP Training
- a. ADE Staff Serving as Facilitators
- b. Handouts and Presentation Materials
- c. Small Group Session Effectiveness
- d. An Overall Perspective of the Workshop

Part 3. October 1990 ASAP Conference
- a. Attendance
- b. ASAP Conference Effectiveness

◆ Findings

Three hundred and eighty-eight LEA educators attending the spring 1991 regional workshops completed and returned survey instruments to ADE.

A total count of participants for all 15 workshops is not available to compute an accurate response rate. However, ADE workshop facilitators estimated that the 388 respondents represented approximately three-quarters of total workshop participants.

Respondent Demographics. Complete descriptive statistics characterizing respondent demographics reported for Part 1 of the survey are contained in Appendix 3 and also are highlighted here.

Spring 1991 Regional Workshops Respondent Demographics

PARTICIPANT CHARACTERISTICS
- 60 percent female
- 90 percent white
- 74 percent with a bachelor's or master's degree
- 10 percent with Ph.D.
- 88 percent held degree in education-related field

PRIMARY JOB CLASSIFICATION
- 44 percent classroom teachers
- 27 percent administrators
- 14 percent school principals

YEARS IN CURRENT POSITION
- 13 percent less than 1 year
- 36 percent 1 to 5 years
- 22 percent 5 to 10 years
- 29 percent more than 10 years

INVOLVEMENT IN SCHOOLWIDE IMPROVEMENT
- 57 percent not on a site-based school improvement team
- 89 percent participate in schoolwide improvement activities

OCTOBER 1990 ASAP CONFERENCE ATTENDANCE
- 63 percent of regional workshop participants also attended the fall conference

As reported, 44 percent of regional workshop attendees were classroom teachers, followed by district administrators (27%) and school principals (14%). The workshops were intended to provide training in the

administration and implementation of ASAP tasks and objectives.

As a result, these job classification statistics suggests that the workshop information also would be communicated indirectly to the larger cross-section of district and school staff, including classroom teachers and policymakers in school/district administration.

Similar to the statistics reported for individuals participating in district T&PD activities, statistics generated by attendees at the ASAP spring workshops indicated that more than half (57%) were not part of site-based school improvement teams.

However, nearly 90 percent did participate in schoolwide improvement activities. This is a favorable statistic in terms of ASAP implementation because these individuals are most likely to share the content of their training with a variety of additional school or district staff members.

Finally, 63 percent indicated that they also had attended the October 1990 ASAP conference. These individuals provided the information on conference effectiveness requested in Part 3 of the survey.

Delivery of ASAP Workshop Training. In Part 2 of the survey, regional workshop participants were asked a series of questions regarding the delivery of their training. Many of the questions requested the professional opinion of trainees.

Responses were expressed in relative levels of agreement or disagreement with statements written in the affirmative which inquired about some aspect of individual workshop experiences.

Four of the domains queried are presented, starting in the adjoining column, and may be further clarified as the reader reviews Appendix 3.

Facilitated discussions among a small group of participants often helps bring important issues to everyone's attention.

Area: Workshop Facilitators (ADE Staff)

Domain: Preparation and Facilitation (Questions: Part 2.A.1 – 2.A.5)

Inquiry: Questions focused on the facilitator's preparedness to conduct the workshop; their ability to communicate goals, facilitate discussions, answer participants' questions and help increase understanding of ASAP.

Results: Overall, 89 percent of the respondents felt that the facilitators did a good job of answering questions and leading discussions which helped them in their understanding of ASAP.

POSITIVE RANGE		
Agree	*Strongly Agree*	*Combined*
54.4%	34.4%	88.8%
NEGATIVE RANGE		
Disagree	*Strongly Disagree*	*Combined*
9.4%	1.8%	11.2%

Area: Workshop Handouts and Presentation Materials

Domain: Utility of Materials
(Questions: Part 2.B.6 – 2.B.8)

Inquiry: Questions focused on the usefulness of materials as tools which assist in understanding required tasks, support ASAP activities and help in informing other staff members.

Results: As seen above, 89 percent of the respondents gave facilitators a very positive rating for performing their functions well. However, over 93 percent responded positively to questions on the utility of the handout materials, as shown in the data response figures below.

POSITIVE RANGE		
Agree	*Strongly Agree*	*Combined*
50.8%	42.5%	93.3%
NEGATIVE RANGE		
Disagree	*Strongly Disagree*	*Combined*
6.1%	0.6%	6.7%

Area: Workshop Small Group Discussions

Domain: Hands-on Tasks and Open Discussions
(Questions: Part 2.C.9 – 2.C.12)

Inquiry: Questions focused on activities and format of the small group sessions including the usefulness of hands-on tasks and the opportunity to clarify issues and engage in dialogue about ASAP.

Results: Overall, more than 86 percent of respondents reacted favorably to the hands-on tasks and open discussion format. However, this domain of questions about the workshops received the lowest *Strongly Agree* (30.5%) and the highest combined negative (13.8%) ratings.

The following domain on the general impressions of the workshops received the second lowest *Strongly Agree* (33.6%) and the second highest combined negative (10.9%) ratings in the survey.

POSITIVE RANGE		
Agree	*Strongly Agree*	*Combined*
55.7%	30.5%	86.2%
NEGATIVE RANGE		
Disagree	*Strongly Disagree*	*Combined*
12.7%	1.1%	13.8%

Area: Workshop Overall Impressions

Domain: Workshop Organization and Utility
(Questions: Part 2.D.13 – 2.D.15)

Inquiry: Questions focused on how well the workshop was organized, the suitability of the format used to present and discuss ASAP issues and the workshop's usefulness in increasing understanding of ASAP goals, objectives and future district activities.

Results: Overall, 89 percent of respondents reacted favorably to organization and format suitability concerns, while nearly 11 percent expressed negative general impressions.

POSITIVE RANGE		
Agree	*Strongly Agree*	*Combined*
55.4%	33.6%	89.0%
NEGATIVE RANGE		
Disagree	*Strongly Disagree*	*Combined*
9.7%	1.2%	10.9%

Workshop Results. In evaluating the small group sessions conducted during the spring 1991 regional workshops, respondents indicated that they viewed the hands-on tasks they were asked to perform and the degree to which they were able to clarify issues or engage in useful dialogue about ASAP *less favorably* , generating a combined negative response of about 14 percent, then they viewed the effectiveness of facilitators and workshop materials, which received negative ratings of 11.2 percent and 6.7 percent, respectively.

However, overall workshop effectiveness received an overhwelmingly positive response from nearly 90 percent of the respondents, indicating that the workshops were well-organized and provided a useful forum for increasing understanding of the ASAP goals, objectives and implementation requirements.

Delivery of ASAP Conference Training. Participants in the spring 1991 regional workshops who also had attended the October 1990 ASAP conference were asked to complete Part 3 of the *Survey of Conference Effectiveness*. Questions in three informational domains were included. The first domain consisted of statements on conference effectiveness in terms of providing a clear understanding of ASAP responsibilities, including goals and objectives of the new program.

The second domain dealt with the ability of facilitators to answer participants' questions concerning ASAP. Finally, the third domain focused on the usefulness of the conference in terms of preparing districts for the spring workshops and for initiating the implementation of ASAP. Descriptive statistics for Part 3 of the survey are contained in Appendix 3. Summaries of statistics by domain are presented below.

Area: Conference Introduction to the ASAP

Domain: Effectiveness of Goals and Tasks Information
(Questions: Part 3.1, 3.2 and 3.4)

Inquiry: Questions focused on how effectively the fall 1990 ASAP conference provided information on ASAP goals and objectives, the tasks required of districts to implement the program and the contrast between ASAP and traditional student assessment systems.

POSITIVE RANGE		
Agree	*Strongly Agree*	*Combined*
55.1%	25.4%	80.5%
NEGATIVE RANGE		
Disagree	*Strongly Disagree*	*Combined*
17.0%	2.4%	19.4%

Area: Conference Facilitators

Domain: Preparation and Facilitation (Question: Part 3.3)

Inquiry: Question focused on ability of facilitators to answer questions on ASAP.

POSITIVE RANGE		
Agree	***Strongly Agree***	***Combined***
53.2%	17.4%	70.6%
NEGATIVE RANGE		
Disagree	***Strongly Disagree***	***Combined***
23.8%	5.5%	29.3%

Area: Preparation for Spring Workshops

Domain: Utility and Applicability (Question: Part 3.5)

Inquiry: Question focused on effectiveness of the fall conference to prepare district personnel for the spring 1991 ASAP regional workshops.

POSITIVE RANGE		
Agree	***Strongly Agree***	***Combined***
52.3%	30.0%	82.3%
NEGATIVE RANGE		
Disagree	***Strongly Disagree***	***Combined***
15.2%	2.5%	17.7%

◆ COMMENTS

The statistics yielded by the *Survey of Conference Effectiveness* indicated a positive trend in benefits derived from T&PD activities associated with the Arizona Student Assessment Program. Part 3 of this survey revealed that the combined negative responses generated by the October 1990 ASAP conference were higher than those for the spring workshops. However, these results were not unexpected in light of the nature of the fall conference.

This statewide conference constituted the first formal introduction of ASAP to LEA staff. As a radical departure from traditional achievement testing, ASAP engendered extensive alterations in testing procedures which permeated throughout the instructional infrastructure of the existing educational system.

Establishing ASAP instructional methods meant realigning curricula and revamping student testing methodologies. Because the fall conference heralded these changes, overall satisfaction with the event was not expected to be high. The combined negative score of nearly 30 percent given to the ADE facilitators on their ability to address questions regarding ASAP reflects the frustration felt by the LEA participants.

In responding to the *ASAP Liaison Questionnaire*, the ADE facilitators admitted that they did not even know the answers to numerous questions because the ASAP implementation process was still evolving. This fact also accounts for the negative reaction of 20 percent of the participants to statements about the overall usefulness of the conference in providing clear information on the new program.

The incidence of negative responses declined, however, to a range of 7 to 14 percent for the questions probing the

effectiveness of the spring workshops. This improvement in satisfaction may be attributable to the increased availability of ASAP information as development proceeded.

During the intervening four to six months between the fall 1990 conference and the spring 1991 workshops, district administrators and classroom teachers received an increased amount of more specific ASAP instructional material.

Additionally, the ADE facilitators possessed more training, experience and general knowledge about the ASAP by the time the workshops were held. Facilitators had received extensive instruction in the areas of curriculum development, instructional support and assessment design under an ADE staff-training component which is described in the following section.

The *ASAP Liaison Questionnaire*, discussed extensively on page 23 and throughout the rest of Part II.A.4, investigated the Training & Professional Development activities developed for the ADE staff who served as conference and workshop facilitators in their capacity as the ASAP liaisons to Arizona LEAs.

During the intervening months between the fall 1990 conference and the spring 1991 workshops, district personnel met to share ASAP instructional materials and discuss local assessment activities.

4. Survey of Arizona Department of Education Staff Serving as Liaisons to Districts under ASAP

As discussed in the previous section, implementation of the Arizona Student Assessment Program required the support of many employees of the state educational agency (SEA) as well as LEA personnel. ADE staff played a crucial role in the conceptual development and eventual implementation of ASAP.

The operational design was developed initially during SY 91 by staff of the Educational Services Division using Chapter 2 funding as seed money. When specific goals and objectives evolved from exploration of this novel approach, the scope and parameters of the program were determined and agreed upon by State Superintendent C. Diane Bishop, and the ADE administration. The Arizona Legislature concurred in these deliberations. As a result, additional ADE staff members were assigned ASAP implementation responsibilities between July and November 1990.

◆ Focus

In SY 91, 16 ADE employees from the School Improvement Unit were asked to serve primarily as liaisons between the ADE and local district personnel. Their main tasks included assisting LEAs with the coordination and planning of ASAP-related tasks, developing appropriate instructional and assessment strategies, and functioning as conduits through which ASAP implementation information would flow between the state and the school districts.

The focus of this investigation centered on the impact and effectiveness of Chapter 2-supported Training & Professional Development in-services that these ASAP liaisons were given to prepare them for assuming their unique positions.

◆ Methodology

To gain a better understanding of their ASAP-related T&PD activities, preliminary interviews were scheduled with seven of the sixteen ASAP liaisons. During these initial discussions, it became clear that the type of staff development and in-service training which the ASAP staff experienced was significantly different in emphasis, structure, content and purpose from training routinely offered to local district administrators, classroom teachers and support services staff. The difference resulted directly from the distinctive nature of the ASAP itself.

As opposed to teachers or administrators in well-defined jobs with clearly delineated performance goals, ADE staff responsible for assisting with ASAP found themselves in the position of both learning about, and creating, their duties and performance guidelines. No precedent existed in Arizona or any other state which could provide either functional guidance or training models.

In addition to highlighting their unusual job situation, the ASAP liaisons revealed that most of their in-service training was conducted by other ADE staff.

That is, the individuals primarily responsible for the conceptual development of the program had also served as in-service providers for new ASAP staff members.

At the start, the primary in-service goals centered on bringing the new staff up-to-date with the developmental status and

underlying philosophy of the Arizona Student Assessment Program.

Subsequent in-service sessions focused on ASAP problem resolution and implementation strategies. These brainstorming sessions eventually led to a clearer definition of ASAP activities and helped to determine the knowledge base required to enable ADE staff successfully to serve districts and schools in the supportive role of ASAP liaisons.

As a result of these preliminary interviews, the methodology used to investigate ASAP-related T&PD activities was altered significantly. Instead of constructing an objective survey instrument similar to those developed for use at the local level, researchers would conduct a one-on-one interview with each member of the ADE ASAP staff. This decision was based on four factors.

First, the nature of the in-service training received by ASAP liaisons differed significantly from the LEA model wherein T&PD activities offered clearly defined sets of skills or knowledge that were to be communicated to the participants. While the formats employed for local T&PD sessions varied among workshops, seminars and conferences, the format used for training the ASAP liaisons was based upon small group discussions.

Second, the participants in the ASAP T&PD activities were, for the most part, the same each time. Within LEAs, T&PD activities were not confined to a common group of individuals with similar job descriptions.

Third, the content of the ASAP in-services always concerned the same subject, the ASAP initiative. In contrast, T&PD activities offered at the district and school level spanned a wide variety of content areas. Finally, the number of individuals involved in state ASAP staff training was very small when compared to the number of LEA staff participating in state-sponsored T&PD activities.

A three-part outline of standardized discussion questions (see Appendix 4) was constructed as the survey instrument from which the interviews could be structured. In the first part of the formal interview, survey questions focused on the learning process ADE staff experienced during their initial ASAP training as well as on the adequacy of the training designed to prepare them for their role as ASAP liaisons.

The second portion of the interview dealt with the spring 1991 regional workshops, questioning the effectiveness of the ADE staff persons conducting the sessions and the degree of success achieved in meeting the primary goals and objectives of these workshops. The final part of the interview centered on the individual's role in the October 1990 ASAP conference and questioned the success of that conference in meeting its established goals and objectives.

◆ FINDINGS

ASAP In-service Training. Most of the ASAP liaisons who were interviewed described their role as one of assistance to LEAs in establishing ASAP implementation plans. To fill this role, they were required to attend ASAP in-service training primarily conducted in-house by ADE staff. The only facilitator for this training was the state ASAP director, who had been instrumental in developing the program's main goals and objectives.

Due to time constraints which hurried the ASAP's developmental pace, ADE staff were required to begin implementation at the district level while undergoing training to learn how to accomplish this feat.

ASAP liaison in-services were scheduled at regular intervals. During these training sessions, staff were guided through various

aspects of the ASAP, such as reviewing Arizona's essential skills, curriculum alignment strategies, scoring rubrics associated with the new student assessments and determining scoring criteria through the selection of anchor papers.

An important finding demonstrated by interview accounts was that the in-service training did not, in and of itself, constitute the primary source of the ASAP knowledge and skills required by staff to perform their duties.

Additionally, because refinements to the ASAP program were to be made by the same individuals who were attending the Chapter 2-supported staff training, definitive answers and guidance for many aspects of the ASAP program were not yet available. Consequently, the structure of the in-service sessions fostered collective discussions from which consensus was reached upon solutions to problems arising from implementation issues which had to be officially defined and clarified.

The result was that all ASAP liaisons participated in an evolutionary process concerned with delineating, refining and solving a myriad of unanticipated problems. Selected summaries of interview responses to the *ASAP Liaison Questionnaire* appear in the preceding column and complete results are included in Appendix 4.

Training Process in General. The first interview questions put to ASAP liaisons attempted to ascertain their overall impressions of in-service training developed and provided by ADE.

Adequacy of Training. The first portion of the interview also questioned whether the training ADE staff received had adequately prepared them for their role as ASAP liaisons. Their responses were not uniform. Some responses suggested the formal in-services only provided the very minimum of information and that the real learning came from discussions and reading outside of the training sessions.

Comments on the Process for Training ASAP Liaisons

- Most [of the in-services] presented very clearly defined goals and were very efficient in providing what ADE staff needed to know.
- The in-services involved learning about the basic premises of ASAP and then reading and discussing amongst [ourselves] the many unanswered questions that still needed to be worked out.
- Monthly meetings were held. There were a lot of discussions and questions. We practiced scoring the assessments and [then] discussed differences in the results. The entire process was well-organized.
- The basic organization was very good. There were differences of opinion, but the process got us through and provided answers to most of the questions.
- Learning ASAP was a process. At the beginning, the ASAP director provided the in-services and knowledge of the program. However, each ADE staff person had to spend a lot of time reading and discussing with colleagues what ASAP was all about.

Others suggested that the in-services provided the forum for the knowledge they acquired and in that way successfully prepared them for their duties. A selected summary of responses to this area of inquiry appears on the next page.

Throughout the interview discussions, mention is made of the need for staff to undertake a substantial amount of outside reading and research. This was necessary because both trainers and trainees were learning as they went along. No similar assessment program or prototype existed in Arizona or any other state which could provide a model or blueprint. While there was a structure to the in-service sessions in a global sense, most details of implementation had to be developed collectively through staff interaction and consensus.

Adequacy of ASAP Liaison Preparation

- [Regarding the in-services] Yes, ASAP staff grew along with the evolution of the ... program.
- Yes, very well. I know for some it did not, but for me it worked well. The training gave me a clear understanding of ASAP.
- The sessions on assessment scoring were exceptional.
- [I] felt incredibly on my own. [I] had to constantly go back and talk to the director and review research writings to gain new knowledge and new perspectives. However, this was necessary because of the new territory that was being covered.
- ASAP moved too fast. It was not well thought through. [I] felt that all of the information on the ASAP program (status and problems) was not being passed along to the ADE staff and to the districts.
- The structured in-service sessions were less important than the peer-to-peer interaction.

Staff Input on ASAP Development. When queried about their role in the development of the ASAP, nearly all 16 ADE staff members indicated that they had virtually no role in the initial planning and conceptualization.

Many indicated that this caused problems, some of which could have been avoided if more input from the ADE program area specialists had been requested. A selected summary of responses is presented in the next column.

Interestingly, many of those interviewed stated that while a sense of exclusion from the process was present at the beginning of their training, the program later evolved to encompass a much more cooperative developmental process.

Liaison Input to ASAP Development

- None whatsoever. None in development of the performance-based assessments. None in the essential skills or the ASAP philosophy. However, some other ADE staff did help with the development of the assessments because it was their area of expertise.
- Not much. Directions were always set up by the ASAP director. But we needed this type of leadership due to the complexity of the ASAP program. It could not have been done by committee.
- Ninety percent ADE administrators, 10 percent ADE staff. This was the balance of input to the development of the ASAP program. We had to buy into the vision. We were told the vision instead of being asked about it.
- Moderate amount. Participation in meetings and discussions really had an impact. The input from the districts really had an impact as well.
- Lack of participation is not necessarily bad however, because a committee process would have killed the whole development of the ASAP. Decisions needed to be made. This has not caused a lack of ownership (on my part) toward the program.
- Initially, there was no input from ADE staff. However, this has changed considerably because ASAP has changed. At the beginning, leadership was necessary to get things done. Now, ADE staff have considerable input into the program and its actual implementation.

Workshop Preparation and Effectiveness. In the second portion of the interviews, questions were asked concerning the adequacy of staff preparation for the spring 1991 regional workshops. These discussions focused not only on the perceptions of the ASAP staff facilitators on whether all of the workshop goals and objectives had been met successfully but also on whether participants actually received useful information and training on ASAP as a result of their attendance.

Statements made during the interviews indicated that ADE staff had mixed feelings about whether their T&PD activities had adequately prepared them for the task of hosting these workshops. The summary of selected statements presented below reflects the general sentiment of the 16 ADE staff members interviewed.

Preparation of ASAP Liaisons as Workshop Facilitators

- No. Workload outside of ASAP duties prevented some staff from preparing adequately for these sessions. However, the feeling was that they were generally well-prepared for [the workshop] ASAP duties.
- Yes, generally well-prepared to conduct the workshop.
- [I] didn't feel well-prepared psychologically, but the materials helped a lot to get through the sessions. After the meeting was over, I felt very good about it.
- For the most part, yes. But ... not necessarily from the ADE ASAP in-service training process.

The ADE ASAP staff also were asked if they had a clear sense of what their responsibilities would be concerning conducting the workshops. For the most part, their responses indicated that their T&PD in-services had provided them with a clear agenda and goals prior to the start of the sessions.

When asked whether or not they were successful in communicating the goals and objectives of the workshops and whether or not they were successful in meeting these goals, staff responded positively in all cases. This indicates that while some of the ADE ASAP staff had reservations about whether they were adequately prepared to conduct the workshops, in general they felt they did a good job of providing the necessary information and assistance to the LEA participants. Many statements indicated that use of effective handout materials and a clearly defined agenda coupled with small groups and a lot of open discussion between the participants greatly contributed to the success of the workshops. This cooperative, interactive style of training is in contrast to the classical teacher-student model of in-service training in which information is only handed down from the speaker to the listeners.

As seen previously, responses to the interview questions reflected the incomplete, open-ended nature of the ASAP initiative. That is, a condition of continual development existed as opposed to a process of implementing an established set of activities, skills and required knowledge.

An apparent outcome of the interview discussions concerning the workshops was the fact that the LEA participants were undergoing the same type of learning experience with ASAP as that in which the ADE staff were immersed.

Indeed, flexibility is a hallmark of the ASAP program and districts have great leeway to develop their own implementation plans as long as the intent of the program—which is to instruct and assess students on the complete battery of required essential skills—is met.

Effectiveness of ASAP Communications. A few of the persons interviewed did not feel that the workshops were completely successful in communicating all of the necessary ASAP information to the LEA participants. That is, liaisons believed some of the participants left the workshops with unanswered questions and were still a bit unclear as to what was expected of them. The selected statements presented below reflect the general comments of the interview group.

Adequacy of ASAP Information

- Yes, our group asked a lot of questions. Some left very confident while some left frustrated that other districts were ahead of them.
- Not totally clear, but more so than if the workshops had not been held. Some of the participants were being exposed to ASAP for the first time.
- Yes, [instruction on the] District Assessment Plans gave the districts the information they needed to take back to their local organizations.
- They left with a clearer understanding than when they came in, but it wasn't a perfect understanding of ASAP. No one had this.

Overall, the ADE ASAP staff made very positive statements about the handout materials prepared for the workshops and felt that hands-on activities practiced during each session were very useful in helping district participants to understand elements of the ASAP program more clearly.

Finally, only two of the sixteen persons interviewed gave the overall effectiveness of the workshops an average rating. All of the others felt that the sessions were very useful and successful in achieving what they were intended to accomplish.

October 1990 ASAP Conference. In the final portion of the interviews, the ASAP liaisons were asked to discuss their roles and activities at the October 1990 ASAP Conference. Discussion focused on their preparation for assisting with the activities of the conference, including hosting small group discussion sessions, making presentations on particular aspects of ASAP and answering questions on the program.

As reflected in the selected summary of statements presented below, comments were mixed concerning the conference preparedness of staff resulting from their earlier T&PD activities.

Adequacy of Conference Preparation

- [I] did not feel as well-prepared for the fall 1990 conference as [I did for] the spring 1991 regional workshops. [The] spring workshops gave me more time to become knowledgeable about ASAP and its many components.
- [I] felt more prepared for the fall conference than for the spring workshops because the breakout sessions [that] some staff led concerned their own particular content area specialty.
- [I] did not feel confident going into the fall conference because ASAP had too many unanswered questions at the time.
- Yes, [I] felt confident in the information and what needed to be accomplished.

While some staff responses were negative, most felt that the October 1990 ASAP Conference was well-organized and that it presented the essential features of the ASAP. However, a number of the ADE staff believed that LEA participants did not necessarily leave the conference feeling confident about what was expected of them or with complete information.

Due to the brief time lines associated with the ASAP developmental process, not all details had been addressed in time for the October 1990 conference. Participants requesting specific information on implementation questions, for example, could not be helped because the answers were not yet known. Definitive guidance was lacking for several aspects of ASAP since many associated questions had to be defined and clarified before answers could be formulated.

◆ COMMENTS

As reflected in these interviews conducted with ADE ASAP staff, the *Survey of Conference Effectiveness* also revealed that LEA personnel who participated in both the fall conference and the spring workshops felt that the October 1990 ASAP Conference was less successful at informing districts about the activities required under ASAP than were the spring 1991 regional workshops. As reported in Part II.A.3, the LEA participants also gave generally lower approval ratings for the effectiveness of ADE staff facilitating the fall 1990 session than they did for ADE facilitators of the spring 1991 workshops.

Overall, LEA participants gave high positive ratings for the effectiveness of the state-sponsored training they received in the spring workshops and felt that the materials and information they acquired could be shared with additional district staff persons.

In contrast to the LEA staff experience, interviews with ASAP liaisons concerning their in-service training revealed mixed, but generally positive, reactions to questions concerning the effectiveness of these T&PD activities. However, it is clear that the circumstances under which the ASAP was inaugurated precluded the smooth integration of knowledge and skills which would have enabled ADE staff to serve more effectively as liaisons to the LEAs during the introductory stage of the program.

Since this evaluation was conducted in SY 91 while the ASAP was still under development, the question of whether or not the ASAP staff in-services provided all of the information that staff required to carry out their duties is irrelevant. The more informative question is whether the ASAP in-services enabled SEA staff to communicate their ASAP knowledge, albeit limited knowledge, effectively to district staff.

It is clear from survey responses, especially in terms of voluntary self-evaluations shared by the majority of ASAP liaisons, that a positive progression occurred between June 1990 and May 1991 regarding the outcomes of the in-service training delivered to these individuals. While many felt insecure initially about their ability to perform ASAP duties, the ongoing in-service sessions evidently provided the ASAP liaisons with a steady and demonstrable development path towards achieving effectiveness and success.

B. Locally Administered Programs of Training & Professional Development (T&PD)

1. Local Funds Allocated for T&PD Activities

Evaluation of locally administered programs of Training & Professional Development encompassed two surveys. The *Local Chapter 2 Evaluation Survey* was mailed to educators within the 43-district *study group* (refer to Part I.C) who attended staff development sessions during SY 91. This survey investigated the training experienced by teachers, administrators and support services staff while identifying the type and effectiveness of content delivered as well as relevant instructional outcomes.

The *Chapter 2 Coordinator Questionnaire*, on the other hand, offered a separate but complementary perspective. T&PD coordinators within the previously identified study group (see Table 2, page 10) were queried about the organization and administrative procedures of their T&PD programs that were supported through allocations of Chapter 2 monies.

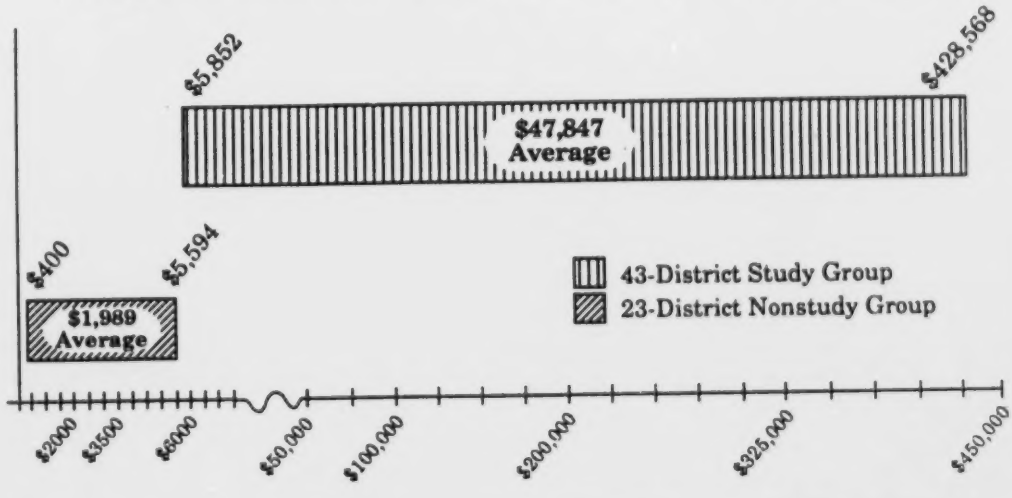
Including amounts designated for administration of local Chapter 2 programs, Arizona public school districts were allocated $5,411,650 during the evaluation period. Table 1 on page 5 breaks out these local SY 91 allocations and reports the proportional share ascribed to all targeted assistance areas.

Nearly 40 percent of available Chapter 2 funds, or $2,105,389, was allocated to Targeted Assistance Area 4, Programs of

Of the more than $5 million in Chapter 2 funding that went to Arizona school districts in SY 91, 40 percent was spent on LEA programs of Training & Professional Development.

Chart 2

Average Allocation of Chapter 2 Funds for Local T&PD Programs



Source: Arizona Department of Education Chapter 2 Office. Annual Special Projects Applications; School Year 1991.

The average Chapter 2 T&PD allocation for study-group districts in SY 91 was almost $48,000.

Training & Professional Development. This sizable amount represents a 10 percent increase over the prior year's allocations by LEAs for Area 4 which points to the growing significance attached by the 66 participating districts to the provision of various T&PD activities for their personnel.

One distinction between study-group and nonstudy-group districts is the size of the average allocation of Chapter 2 funds for local T&PD programs. The 43 districts in the study group received an average allocation of $47,847, ranging from a low of $5,852 to a high of $428,568. In contrast, the group of 23 participating districts that were not surveyed had an average Chapter 2 T&PD allocation of just $1,989, ranging from a low of $400 to a high of $5,594.

2. The Number and Type of District Staff Involved

The public school districts studied in this portion of the Chapter 2 evaluation are representative of all 66 districts in Arizona which operate Chapter 2-funded programs of Training & Professional Development.

In fact, the districts in the study group account for 73 percent of our public school students and 58 percent of all schools in the state. The study group is comprised of 43 districts with 43 local T&PD coordinators and a universe of teachers, administrators and support services staff totaling 5,819 individuals who attended at least one Chapter 2-funded T&PD activity during the 1990-91 school year. Random sampling of this trainee universe assured researchers that survey responses would mirror the points of view held by 71 percent of the state's K-12 teachers and 70 percent of all certified staff in the study group.

The evidence of positive impacts upon students uncovered by the local surveys, as well as subsequent findings of T&PD effectiveness, gains added weight considering that teachers made up over 88 percent of the sampled universe while approximately 6 percent were administrators and another 6 percent worked as support services staff.

3. Survey of District Administrators, Instructors, and Support Services Staff

◆ Focus

At the local level as at the state level having been discussed previously in section A, the *Evaluation of Chapter 2 Program Effectiveness* focused upon Training & Professional Development activities. Though complemented by a subsequent questionnaire given district T&PD coordinators, the *Local Chapter 2 Evaluation Survey* gathered the bulk of the evaluative data on locally administered programs of Training & Professional Development funded by Chapter 2 monies.

Administrators, teachers and support services staff who participated in local T&PD activities during SY 91 were targeted due to their apparent expertise in day-to-day assessments of programs and student performance.

The ADE Research and Development Division staff constructed a survey instrument to measure a variety of trainee characteristics and to collect specific information on the multitude of training courses attended by LEA staff in the 43-district study group. Specifically, the survey contained the four major articulations listed below.

RESPONDENT DEMOGRAPHICS
- Participant Characteristics
- Educational attainment
- Job descriptors

TEACHER CHARACTERISTICS
- Number of students taught
- Subject areas taught
- Grade levels taught
- Percent of at-risk students taught

INDIVIDUAL COURSE EVALUATIONS
- Content, format and focus
- Instructor and presentation materials
- Implementation of acquired skills
- Impact on job and students

OVERALL TRAINEE IMPRESSIONS
- Reasons for participation
- Effectiveness of training

◆ METHODOLOGY

The design of Arizona's evaluation of Chapter 2-funded T&PD programs was based on two fundamental considerations. First, the main purpose of the evaluation was to provide state-level information on T&PD programs to the U.S. Department of Education.

This information would be constructed out of local Chapter 2 evaluation survey data gathered from administrators, teachers and support services staff participating in Chapter 2-supported staff development activities in districts around the state. Second, it was decided that the Arizona evaluation also should provide information to participating districts on their respective programs.

Sampling Strategy. This second consideration demanded that an adequate number of individuals be sampled from each district individually to ensure that statistically valid inferences could be made concerning each local program.

Statistically valid data were collected for each of the study-group districts and for the state as a whole.

To develop a database of T&PD participants at the LEA level, district T&PD coordinators were asked to compile and submit to the ADE a list of all staff persons in their districts who had participated in Chapter 2-funded T&PD activities during the evaluation period. The participants were classified according to their primary job descriptors (administrator, teacher or support services staff).

Responses to this request documented 5,819 individuals in the 43-district study group who had participated in these activities during SY 91. Five thousand one hundred Thirty-nine of these individuals were classified as teachers, 334 were administrators and 346 were classified as support services staff.

Based on this distribution of the three descriptive job categories, it was determined that the universe of administrators and support services staff was insufficient to provide reliable results at the district level. Because of this, the sampling process was divided into two separate procedures.

First, using the list of participating teachers, a random sample of 35 individuals was selected from each district. For districts reporting less than 35 teacher participants, all of the individuals were included in the study. This resulted in an overall selection of 1,212 teachers across the 43 districts in the study group.

With an assured nonresponse level of approximately 5 individuals per district, it was expected that each district would have evaluation results based on approximately 30 responses for this category.

Because they contained fewer than 35 participants per district, all 43 LEA lists of administrators and support services staff were consolidated into a single state-level data set. For each category, a random sample of 100 individuals was selected. It was felt that this number would provide sufficient observations from which researchers could formulate valid state-level information on these categories that would constitute adequate representation when combined with statistics for the teacher category.

Since the primary emphasis was on developing an evaluation of district Chapter 2-funded T&PD activities for the state as a whole, the sample taken from each category was compared to the distribution initially supplied by the districts. The comparison follows.

Universe of Eligible Staff

Category	Total	Percent
Teachers	5,139	88.3%
Administrators	334	5.7%
Support Services	346	5.9%
Total	5,819	100.0%

Sample Selected from Study Group Universe

Category	Sample	Percent
Teachers	1,212	85.8%
Administrators	101	7.2%
Support Services	99	7.0%
Total	1,412	100.0%

Based on the distributions obtained from the sampling process, it was felt that the state-wide statistics were reflective of the population from which they were drawn. In addition, breakouts by job category also contained enough observations to allow inferences on all participants. However, the detailed reports constructed for each of the 43 districts are based only on teacher responses due to the much lower number of observations gathered for administrators and support services staff.

Survey Distribution and Return. After development of the LEA-participant database and determination of the sampling process, ADE researchers designed the survey and worked in concert with district Chapter 2 T&PD coordinators to distribute the survey instruments.

The sample database that was then developed was used by both the ADE staff and the T&PD coordinators to track the distribution and return of survey instruments. At the district level, each T&PD coordinator was responsible for the distribution and collection of surveys to targeted trainees, including follow-up of surveys not returned by the assigned deadline.

◆ FINDINGS

The coordinated survey distribution, collection and verification process described above resulted in a 100 percent response rate for the study-group districts. That is, all 43 districts submitted at least one completed survey to the ADE.

Tracking within each district, by individual, of survey distribution and completion, resulted in the return of 975 of 1,212 survey instruments distributed to district administrators, teachers and support services staff.

This cooperative effort generated an overall survey response rate of 69 percent. Only six of the 43 districts had response rates less than 50 percent. These return rates by job classifications were 57 percent for teachers, 71 percent for administrators and 53 percent for support

services staff. Twenty-nine surveys were returned to the ADE with no job identifier.

Complete survey information is presented in Appendix 5. Major highlights are reported on the pages which follow.

Respondent Demographics. Part 1 of the survey covered participant characteristics. As shown below, more than three-quarters of the respondents were female, 89 percent white, 93 percent held a bachelor's or master's degree and over half had been employed for 5 or more years in their current positions.

PARTICIPANT CHARACTERISTICS

975	Total Respondents
76%	Female
89%	White
93%	With Bachelor's or Master's Degrees
55%	Employed in Current Position 5 or More Years

When respondents were asked about participation in site-based or schoolwide improvement activities, 62 percent indicated they were not members of site-based improvement teams but 71 percent did participate in schoolwide improvement initiatives.

Demographics associated only with responses from the teachers follow.

TEACHER CHARACTERISTICS

- Average Class Size: 25
- Grades Taught:
  63% Preschool - grade 6
  37% Grades 7 - 12
- Teaching Experience:
  58% reported teaching more than 10 years
  21% reported teaching less than 5 years
- Subject Areas taught:
  45% General subjects, Preschool through grade 6
  13% Math and science
  14% Language arts

To understand more about classroom characteristics in terms of the students being taught, teachers were asked if at least 50 percent of their pupils could be considered *at risk* (students having characteristics recognized as increasing the likelihood that they will drop out of the educational system). In response, one-third (33%) of the teachers indicated this was true. (See Appendix 4, Disaggregated Data.) A discussion of the size of the at-risk population involved can be found on page 41 and in Part III.D.

One-third of the teachers responding said at least 50 percent of their pupils were at risk of not completing their education.

Primary Reasons for Participating in T&PD Activities. In Part 3 of the survey, participants were asked to indicate the primary reasons for their participation in district T&PD activities during the 1990-91 school year. A summary of these responses follows.

HIGHEST POSITIVE RATINGS

72%	To acquire *effective instructional delivery skills*
69%	To provide more *quality instruction and/or services to at-risk pupils*
67%	To learn about *innovations in the restructuring of curriculum for effective teaching and learning*

HIGHEST NEGATIVE RATINGS

31%	Do not participate to learn about *national/local models of continuous pupil assessments*
24%	Do not participate to *improve classroom management and effective recordkeeping skills*
24%	Do not participate to *expand their knowledge of academic content directly related to current position*

Throughout the survey, the highest positive ratings are given consistently to those T&PD activities that concern instructional practices—instructional delivery, services to at-risk students, restructuring curriculum and effective teaching and learning methods.

Seventy-two percent of trainees surveyed attended T&PD courses to gain effective instructional delivery skills.

Conversely, 25 to 30 percent of respondents indicated that they do not participate in T&PD activities primarily to gain classroom management skills, expand their knowledge of academic content areas or learn about new models of pupil assessment. The strongest reported determinant (72%) of T&PD course attendance concerned acquisition of effective instructional delivery skills.

Impressions of LEA T&PD Programs. Participants were asked the degree to which local Chapter 2-supported T&PD programs were able to provide a variety of instructional and professional development opportunities. The questions and the distribution of responses are summarized below.

As shown, the highest *Strongly Agree* response occurred for *offers opportunities to acquire effective instructional practices* while the highest *Strongly Disagree* was reported for *provides training in administrative skills enhancement.* In addition, if the negative responses for *Disagree* and *Strongly Disagree* are combined into a single negative rating, references to *provides training in administrative skills enhancement* and *provides sufficient release time to avoid scheduling conflicts* generated the strongest negative ratings at 31 percent and 18 percent, respectively.

Individual Course Characteristics. Part 2 of the survey instrument provided the participant with the opportunity to complete as many as five individual course evaluations. A total of 1,711 individual course evaluation sheets were completed and returned. On average, each of the 975 respondents reported taking approximately two T&PD courses during SY 91.

The demographics of the T&PD courses taken showed considerable variety in content and focus. The survey instrument provided a list of 48 separate course titles from which respondents could select the courses they had taken. However, by allowing respondents to write in descriptive titles for courses they had taken which were not listed, information was collected on an additional 26 T&PD courses.

In general, your district Chapter 2-supported T&PD program . . .	*Strongly Agree*	*Agree*	*Disagree*	*Strongly Disagree*
A. offers sufficient opportunities for employee orientation, staff training and professional development.	45%	47%	7%	1%
B. provides sufficient release time to avoid scheduling conflicts.	32%	50%	15%	3%
C. offers opportunities to learn policies and procedures.	32%	53%	14%	1%
D. offers opportunities to acquire effective instructional practices.	46%	49%	5%	1%
E. provides training in noninstructional methods, such as enhanced classroom management strategies.	33%	52%	14%	1%
F. provides training in administrative skills enhancement.	21%	47%	27%	4%
G. provides training in supportive services skills development.	24%	55%	19%	2%
H. offers staff an adequate variety of training formats, such as workshops, seminars, conferences and structured course work.	37%	45%	16%	2%

Once aggregated, the data indicated that district trainees reported their local T&PD activities under 74 separate course titles. The titles originally listed accounted for only 65 percent of the courses taken by respondents.

The survey revealed that the four T&PD courses which received the highest attendance percentage were *Essential Elements of Instruction* (12%), *Cooperative Learning* (10%), *Writing Across Curriculum* (6%) and *English as a Second Language* (6%).

Courses in the content areas of instructional practices are the most popular T&PD activities in LEAs throughout Arizona.

Participants were asked to classify the T&PD sessions they attended according to 11 general content areas as well as to provide information on the purpose, focus, format and location of the training sessions.

Respondents categorized approximately 30 percent of the 1,711 courses they had attended under the global content area of *Instructional Delivery.*

The top four general content-area descriptions of courses identified by respondents were *Instructional Delivery* (30%), *Academic Education* (17%), *Staff Effectiveness Training* (12%) and *Pupil Motivation* (10%).

Forty-eight percent of respondents identified the primary *purpose* of their T&PD courses as *In-service Training.*

Definitions supplied with the survey described in-service training as "instruction delivered to staff who are in need of new concepts, content, strategies, or other job-related knowledge in a current position or within a current area of responsibility."

Another 37 percent indicated *Staff Development* to be the purpose behind their training sessions. *Staff development* was defined in the survey as "measurable growth of an employee in both general knowledge and aptitudes that relate directly to performance of daily routines and assist individuals in relating to peers and supervisors. Acquisition of specific concepts, content, strategies, etc. is not its primary goal."

Seventy percent of respondents selected *Instructional Practices* as the *focus* of their training. In regard to *format*, 57 percent reported that sessions they attended were considered to be workshops as opposed to seminars (18%), structured course work (17%) or conferences (9%). (See Appendix 5, The *Local Chapter 2 Evaluation Survey*, for these definitions of terms.) Finally, 80 percent of all the T&PD activities were held on-site within the district.

Individual Course Evaluations. Participants evaluated their Chapter 2-supported training experiences by reporting their level of agreement or disagreement with a series of affirmative statements.

These statements characterized the effectiveness of T&PD activities in terms of the professional and educational benefits derived by participants in this evaluation. The information below is broken out into three major concept areas:

- teacher and presentation materials effectiveness,
- implementation of course content, and
- survey of course outcomes.

Two of the three concept areas contained specific domains which focused on different aspects of the participant's training experience.

The complete course evaluation results are found in Appendix 5 and presented on the following pages according to major concept areas and associated domains.

Area: Instructor Effectiveness

Domain: Preparation and Knowledge (Questions: Part 2.8.A and 2.8.B)

Inquiry: Instructor was well-prepared to conduct training session and was knowledgeable of the subject matter.

Results: Respondents gave overwhelmingly positive rating of 98 percent to preparation and knowledge of instructors conducting T&PD sessions.

POSITIVE RANGE		
Agree	*Strongly Agree*	*Combined*
28.5%	69.8%	98.3%
NEGATIVE RANGE		
Disagree	*Strongly Disagree*	*Combined*
1.4%	0.3%	1.7%

Area: Presentation Materials Effectiveness

Domain: Utility of Handouts and Other Materials (Questions: Part 2.8.C and 2.8.D)

Inquiry: Handouts, audio/visual aids were useful in helping trainees understand course content and served as reference tools for later implementation and sharing with peers of what was learned.

Results: Respondents were slightly less positive about materials used in various T&PD activities, as represented by lower *Strongly Agree* responses and a higher combined negative score.

POSITIVE RANGE		
Agree	*Strongly Agree*	*Combined*
39.4%	52.1%	91.5%
NEGATIVE RANGE		
Disagree	*Strongly Disagree*	*Combined*
6.8%	1.7%	8.5%

Area: Implementation of Course Content

Domain: Changes in Routines (Questions: Part 2.9.A – 2.9.C)

Inquiry: Attendance at T&PD activities resulted in altering instructional, administrative or service delivery methods; teaching new content or revising existing policies; or improving attitude and commitment of students or staff.

Results: Over 15 percent of the respondents did not agree that positive changes occurred as a result of attending various T&PD activities.

POSITIVE RANGE		
Agree	*Strongly Agree*	*Combined*
47.8%	37.0%	84.8%
NEGATIVE RANGE		
Disagree	*Strongly Disagree*	*Combined*
12.2%	3.0%	15.2%

Area: Summary of Course Outcomes

Domain: Effects on Instruction and Student Outcomes
(Questions: Part 2.10.D and 2.10.E)

Inquiry: Outcomes of attending the T&PD activities included improved abilities to teach specific content areas, improved motivation and performance of students and positive impact on the performance of at-risk students.

Results: While responses on the impact of T&PD activities on teaching ability and students were very positive, respondents indicated that this was not true for 20 percent of the courses taken.

Based on the distribution of negative responses in this survey, 20 percent reflects a significant negative result.

POSITIVE RANGE		
Agree	*Strongly Agree*	*Combined*
48.2%	31.9%	80.1%
NEGATIVE RANGE		
Disagree	*Strongly Disagree*	*Combined*
17.1%	2.8%	19.9%

Area: Summary of Course Outcomes

Domain: Commitment and Understanding
(Questions: Part 2.10.C and 2.10.F)

Inquiry: Outcomes of attending T&PD activities were increased commitment to job and increased understanding of educational and administrative models.

Results: While 78 percent of the respondents agreed that T&PD activities had a positive impact on their understanding of educational and administrative models and caused an increased commitment to their job, over 22 percent disagreed with these conclusions.

POSITIVE RANGE		
Agree	*Strongly Agree*	*Combined*
48.0%	29.9%	77.9%
NEGATIVE RANGE		
Disagree	*Strongly Disagree*	*Combined*
18.6%	3.5%	22.1%

Area: Summary of Course Outcomes

Domain: Relevance
(Question: Part 2.10.A)

Inquiry: The course content exceeded my expectations in terms of quality, relevance to daily routines and attention to professional needs.

Results: While 77 percent of the respondents agreed with the statement on relevance of T&PD activities to daily routines and professional needs, 23 percent replied that they did not agree.

POSITIVE RANGE		
Agree	*Strongly Agree*	*Combined*
48.2%	29.1%	77.3%
NEGATIVE RANGE		
Disagree	*Strongly Disagree*	*Combined*
20.0%	2.8%	22.8%

◆ Comments

One of the most striking aspects of the responses aggregated across participants in T&PD activities at the LEA level is the heavy emphasis placed on instructional activities and training. Seventy-two percent of the participants indicated that their primary reason for participating in T&PD activities was to acquire more effective instructional delivery skills while 69 percent cited providing more quality instruction and/or services to at-risk students.

In addition, the single most-often-attended course was *Essential Elements of Instruction,* which accounted for 12 percent of the 1,711 courses taken by respondents during SY 91. This is significant in that 74 different courses were reported from 43 districts which operated independently in terms of their T&PD strategies, focus and course activities.

Improving the quality of instruction and enhancing services to at-risk students motivated nearly 70 percent of the respondents to participate in T&PD programs

Thirty percent of respondents chose *instructional delivery* as the primary content area heading under which they would classify the sessions they attended, while 70 percent said that *instructional practices* constituted the primary course focus.

An analysis of the statistics collected on individual course evaluations revealed a declining trend in the satisfaction participants experienced with the training sessions they attended and with the eventual impact this training had on their students or job activities.

This trend is clearly seen in the combined negative ratings given to each of the six course-evaluation domains. As reported below in *Individual Course Evaluations: Concept Areas and Domains,* it is evident that participants' negative responses to statements about the courses they attended increased as the domains increasingly focused on outcome effects.

Individual Course Evaluations
Concept Areas and Domains

Concept Area/Domain	Combined Negative Response
Instructor/Preparation and Knowledge	2%
Instructor/Handout Materials	9%
Implementation/Changes in Activities	15%
Outcomes/Effects on Instruction and Students	20%
Outcomes/Commitment and Understanding	22%
Outcomes/Relevance	23%

The vast majority of participants agreed that T&PD instructors generally were well-prepared, knowledgeable and provided useful information. A large proportion (85%) of respondents indicated that they made efforts to implement the skills and knowledge gained in their training sessions either in their daily work routines or in the office and classroom.

However, 20 percent or more felt that their possession of these newly acquired skills or knowledge did not significantly impact their job performance or outcomes for their students.

There may be a variety of reasons why this declining trend from T&PD participation to eventual impact exists. First, it may be difficult for the classroom teacher to significantly change methodologies, content or practices over the short run. If T&PD courses are attended while classes are in session, teachers may not have the time or flexibility to change activities immediately after receiving training.

Second, the drop in impact may be due to the evaluation and follow-up processes undertaken by the districts. If teachers or administrators attend a variety of T&PD activities but are *not required* to report acquired content or implementation plans then these participants may lack incentive to act on the knowledge or skills they received in their Training & Professional Development classes.

Potential Impact on At-Risk Students. Fifty-seven percent (804) of the evaluation survey responses received were from classroom teachers. Approximately 33 percent or 265 teachers indicated that at least 50 percent of their students are considered at risk of not completing their high school education.

With an average class size reported as 25, approximately 3,312 at-risk students (265 teachers averaging 25 students per class with 50 percent at risk) may be affected by Chapter 2-funded T&PD activities evaluated in this study. Extrapolated to the total population of teachers (5,139) across all 43 districts in the evaluation study group, and using the same statistical averages, approximately 21,200 at-risk students would have been impacted by Chapter 2-funded T&PD activities in Arizona during SY 91.

The calculations cited above are based on the conservative assumption that all teachers surveyed in the evaluation, as well as those contained in the universe of T&PD participants, teach only one class of 25 students per day. Additional information obtained from the survey indicated that approximately 55 percent of the teachers responding were teaching at the secondary level (grades 7-12). Using one class per day of 25 students as the basis for calculating total student coverage results in a very conservative estimate.

More realistic estimates may be obtained by breaking down the total count of teachers reporting 50 percent or more at-risk students in their classrooms into elementary and secondary categories and then increasing the number of classes taught per day at the secondary level.

This analysis again draws on the statistics derived from 804 teacher responses obtained in the evaluation. The statistics and assumptions used are outlined below.

- Thirty-three percent of teachers report having at least 50 percent at-risk students in their classrooms.
- Fifty-five percent of teachers report teaching at the 7-12 grade level, leaving 45 percent teaching in Preschool through grade 6.
- The total population of teachers attending Chapter 2-funded T&PD activities was 5,139.
- Teachers at the secondary level teach up to three classes per day.

Using these statistics, the potential impact of T&PD activities may be assessed for two scenarios: secondary teachers teaching at first *two* and then *three* classes per day. Assuming secondary teachers teach *two* classes per day, the number of at-risk students potentially impacted is calculated to be 32,863 or 6.8 percent of the students in the 43 districts in this study. The figures used in these calculations are as follows:

- 5,139 teachers, 33 percent of whom teach classes having greater than 50 percent at-risk students = 1,696 teachers.

If secondary teachers teach just two classes daily, the number of at-risk students impacted in SY 91 by Chapter 2-funded T&PD programs is 30,000 students in the 43 districts that were studied.

- 45 percent of 1,696 teachers, at the elementary level, teaching *one* class per day averaging 25 students per class, 50 percent of whom are at risk = 9,538 at-risk students.

- 55 percent of 1,696 teachers, at the secondary level, teaching *two* classes per day averaging 25 students per class, 50 percent of whom are at risk = 23,325 at-risk students.

- Then, 9,538 students at the elementary level + 23,325 at the secondary level = 32,863 at-risk students.

Using the same calculations, but assuming secondary teachers teach *three* classes per day results in 34,988 at-risk students potentially impacted at the secondary level, plus 9,538 elementary students, for a total at-risk student population of 44,526.

As with the original calculation of 21,200 at-risk students based on *one* class taught per day by all teachers, the higher estimates derived above also may be considered conservative. This is because the definition of an at-risk classroom is based on having at least 50 percent at-risk students enrolled.

From the survey responses, 1,696 (33%) of 5,139 teachers fell into this category. This leaves 3,443 teachers estimated not to have taught classes with 50 percent or more at-risk students but who may have had, in their opinion, anywhere from 0-49 percent at-risk students in the classroom.

Based upon conservative estimates, researchers believe that nearly 45,000 at-risk students benefited in SY 91 and beyond from being taught by teachers participating in Chapter 2-funded T&PD programs.

The degree of underestimation is impossible to determine from the available data. However, these factors do suggest that the figures derived above understate the actual number of at-risk students potentially affected by Chapter 2-funded T&PD activities.

Total Student Coverage. Using the methodology applied earlier for calculating the numbers of at-risk students, estimates of general student population coverage may be made for the purpose of investigating the potential impact on students of Chapter 2-funded T&PD activities.

Direct survey responses were received from 975 individuals, of whom 804 were classroom teachers. The coverage of students assigned to this sample group of teachers is estimated to be as high as 20,100 students, based on the reported average class size of 25, if each teacher has *one* class per day. Extrapolated to the 5,139 teachers in the study group, student coverage is estimated at 128,475 pupils.

Similar to the at-risk student calculations, this estimate of total student coverage is conservative in that teachers at the secondary level are assigned *more* than one class per day. As noted above, survey responses indicated approximately 45 percent of study-group teachers teach at the elementary level with 55 percent at the secondary level.

Both lower and upper bounds of the number of students potentially impacted may be calculated by splitting the 5,139 teachers into suggested elementary and secondary teacher proportions of 45 and 55 percent, respectively, while assuming the assignment of teaching load to be between *one* and *three* classes per day.

Using these revised conditions and the average class size of 25, it is estimated that the total number of students taught by teachers who participated in T&PD activities during SY 91 is between 128,000 and 270,000 pupils.

Variety of T&PD Activities. Responses to survey instruments constructed for this evaluation accounted for 1,711 individual courses attended during SY 91. This implies upwards of 9,400 Chapter 2-supported T&PD activities attended by individuals employed in the 43 districts included in this study and

occupying one of the three job categories studied (approximately 1.61 courses per individual covering 5,819 trainees).

Survey respondents reported 74 different descriptive course titles, including 48 provided by the ADE in a listing supplied with the survey form and 26 additional titles self-reported by the respondents. Given that over three-fourths of respondents were classroom teachers who are concerned primarily with instruction and learning, the fact that 74 separate descriptive titles were reported represents an unexpectedly wide variety of T&PD courses offered by the LEAs.

Actual Impact on Students in the Classroom. In this evaluation, participants in T&PD activities reported very positive assessments of their instructors and materials for the courses they attended. A very large proportion also gave positive responses to queries on whether they were utilizing the newly acquired knowledge and skills by incorporating them into their daily office routines or classroom activities.

Domain	Combined Negative Responses
Instructor Knowledge/ Preparedness	2%
Materials and Handouts	9%
Implementation of Skills/Knowledge	15%
Outcomes from Implementation	20%

However, when teachers were questioned about the eventual impact that their attendance at these T&PD activities had on students in their classrooms, the percentage of combined negative responses increased. The table above shows this progression toward increasingly larger negative responses through four domains of survey questions.

The statistics reveal that approximately 20 percent of the T&PD trainees disagreed with positive statements about the impact of their training on student motivation or performance. This increasingly negative response rate observed as the domain of questions moved from participation to implementation and finally to the impact on students may reflect difficulties teachers experienced in implementing new knowledge and skills acquired in T&PD sessions.

The short time lines and the heavy workloads characteristic of the academic year may not provide teachers with sufficient flexibility to significantly change the content or instructional procedures they already use. This suggests that a longer term analysis of student attitudes, expectations and performance may be required to determine the degree to which teacher involvement in T&PD activities culminates in measurable changes in student outcomes.

When teachers return to the classroom with new skills they can immediately implement, benefits to students tend to increase.

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4. Survey of District T&PD Coordinators

To conduct the second half of the *Evaluation of Chapter 2 Program Effectiveness*, Research and Development Division researchers solicited information directly from each of the 43 study-group districts, previously defined in Part I.C, by inviting responses from district T&PD coordinators participating at the local level.

Data were collected on the operation of local educational agency T&PD programs from the perspective of the district personnel responsible for directing these programs. In many cases this person was the district's designated Chapter 2 program coordinator.

Therefore, the *Chapter 2 Coordinator Questionnaire* was utilized in concert with the *Local Chapter 2 Evaluation Survey*, described previously in II.B.3, to gain a more comprehensive picture of the relative effectiveness of the Arizona Chapter 2 Program.

◆ Focus

The *Chapter 2 Coordinator Questionnaire* was designed by the ADE to investigate the administrative and organizational structure of Chapter 2-supported T&PD activities within the study-group districts. This involved the collection and analysis of general demographic data for district T&PD coordinators as well as:

- Identifying the primary focus of each Chapter 2-supported district T&PD program,
- Identifying district use and structure of committee review teams in making policy decisions and setting program guidelines,
- Documenting the district process for approving staff T&PD activities,
- Documenting the district training evaluation and planning processes,
- Collecting district T&PD coordinators impressions of the Arizona Chapter 2 Program, and
- Evaluating LEA/SEA interactions.

◆ Methodology

To prepare for designing the survey instrument, ADE researchers conducted in-person and telephone interviews with 11 district T&PD coordinators. Interview discussions centered on activities at the district level which supported T&PD programs. *Interactions of District Chapter 2 Programs of Training and Professional Development*, Diagram 1, illustrates possible interactions among district T&PD coordinators and the state Chapter 2 Office, district committee review teams, district policies and goals, and the LEA staff participating in T&PD activities.

From the initial discussions, the existence of two separate application/allocation processes became evident. First, the district Chapter 2 office followed an application/allocation process with the state office. This allocation process was composed of the procedures, guidelines and restrictions with which districts must comply to receive funding for proposed Chapter 2 programs, including T&PD.

Second, staff within the LEA wishing to participate in available district T&PD activities usually followed some type of district application process to receive permission and funding to attend T&PD sessions. This process might include requirements for participants to provide formal evaluations of the T&PD sessions after attendance. The district office also

might undertake its own evaluation and planning process to document the outcomes of T&PD activities from year to year or to develop long-range strategic training plans.

In addition to the staff application/training allocation process, some districts utilized oversight committees or committee review teams to administer their Chapter 2 T&PD program. Members of these teams included administrative staff from the district, instructional staff, parents and representatives of private schools within the district that share in Chapter 2-funded activities.

Finally, LEA Chapter 2-supported T&PD programs are influenced by goals and objectives set forth by local governing boards and district administrators.

Obtaining this specific information through the preliminary interviews enabled ADE researchers to create a survey instrument in seven parts, composed of questions on each major process identified above. This instrument, the *Chapter 2 Coordinators Questionnaire*, was sent to district T&PD coordinators in the 43 districts participating in the study group. Surveys were returned by 41 of these 43 individuals. This resulted in a survey response rate of 95 percent.

◆ FINDINGS

Respondent Demographics. Part 1 of the survey provided demographic data on the 41 respondents. District T&PD coordinators were found to spend an average of four years administering staff development programs; the longest time reported was 10 years.

Ninety-three percent of the respondents (38 of 41) reported that coordination of Chapter 2 T&PD programs was not their primary job responsibility. The other three districts employing full-time Chapter 2 coordinators were dissimilar in respect to student population. Enrollment figures for these districts were 8,917 and 747 and 60,556 respectively.

All 41 districts indicated they had coordinators who had been classroom teachers. The average length of time spent as a classroom teacher was 10 years while 21 years was reported as the longest time period.

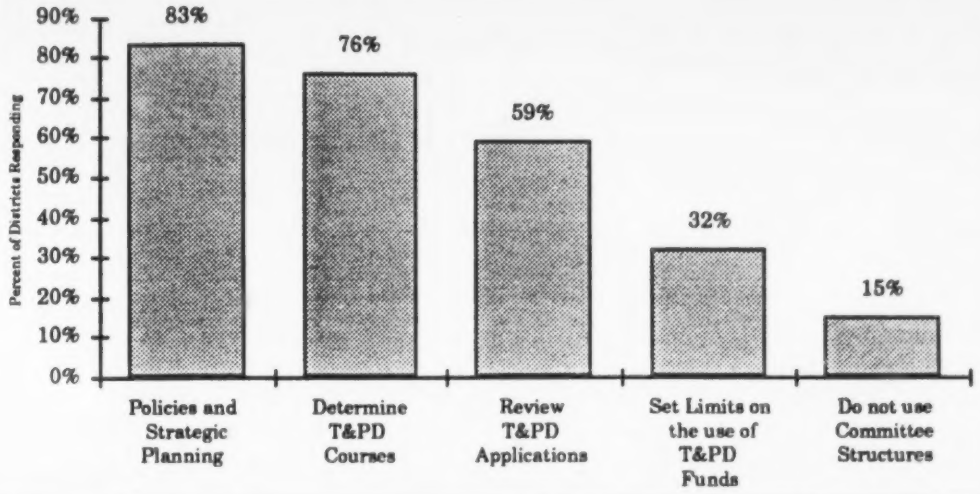
Use of Committee Review Teams. In Part 2 of the survey, 83 percent (34 of 41) of the coordinators indicated that their districts utilized committee review teams or committee structures to oversee Chapter 2-funded T&PD activities. Only seven districts reported not using any type of committee structure.

As shown in Chart 3, *Use of Committee Review Teams in Chapter 2-funded T&PD Activities*, 34 of the 41 districts responding (83%) used committee structures to develop general policies, procedures and/or long-range strategic plans while 31 districts (76%) used committees to determine the type of T&PD courses offered. In addition, 24 districts (59%) used committees to review applications for staff training and 13 districts (32%) used committees to set limits on the use of funds.

Chart 4, *District Review Team Membership: Categories Greater Than 50 Percent*, shows that 94 percent of the responding districts (32 of 34) used committee structures to oversee Chapter 2-funded T&PD activities that included teachers. Seventy-seven percent (26 of 34) indicated inclusion of district superintendents while 79 percent (27 of 34) included principals and 65 percent (22 of 34) involved other district personnel. Finally, 66 percent (23 of 34) indicated that their committee review teams included parents. The committee review teams were found to average 14 members.

Chart 3

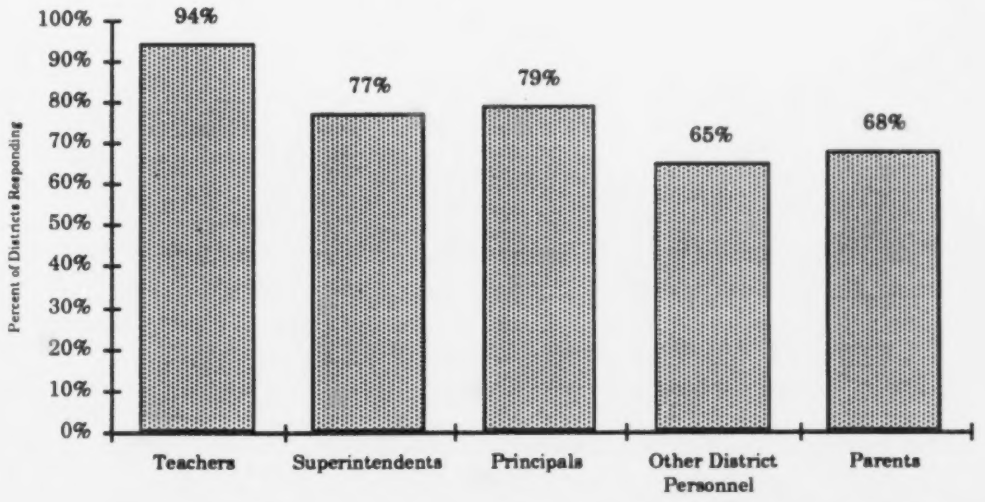
Use of Committee Review Teams in Chapter 2-Funded Training & Professional Development Activities



Source: Arizona Department of Education Chapter 2 District Coordinator Questionnaire: School Year 1991.

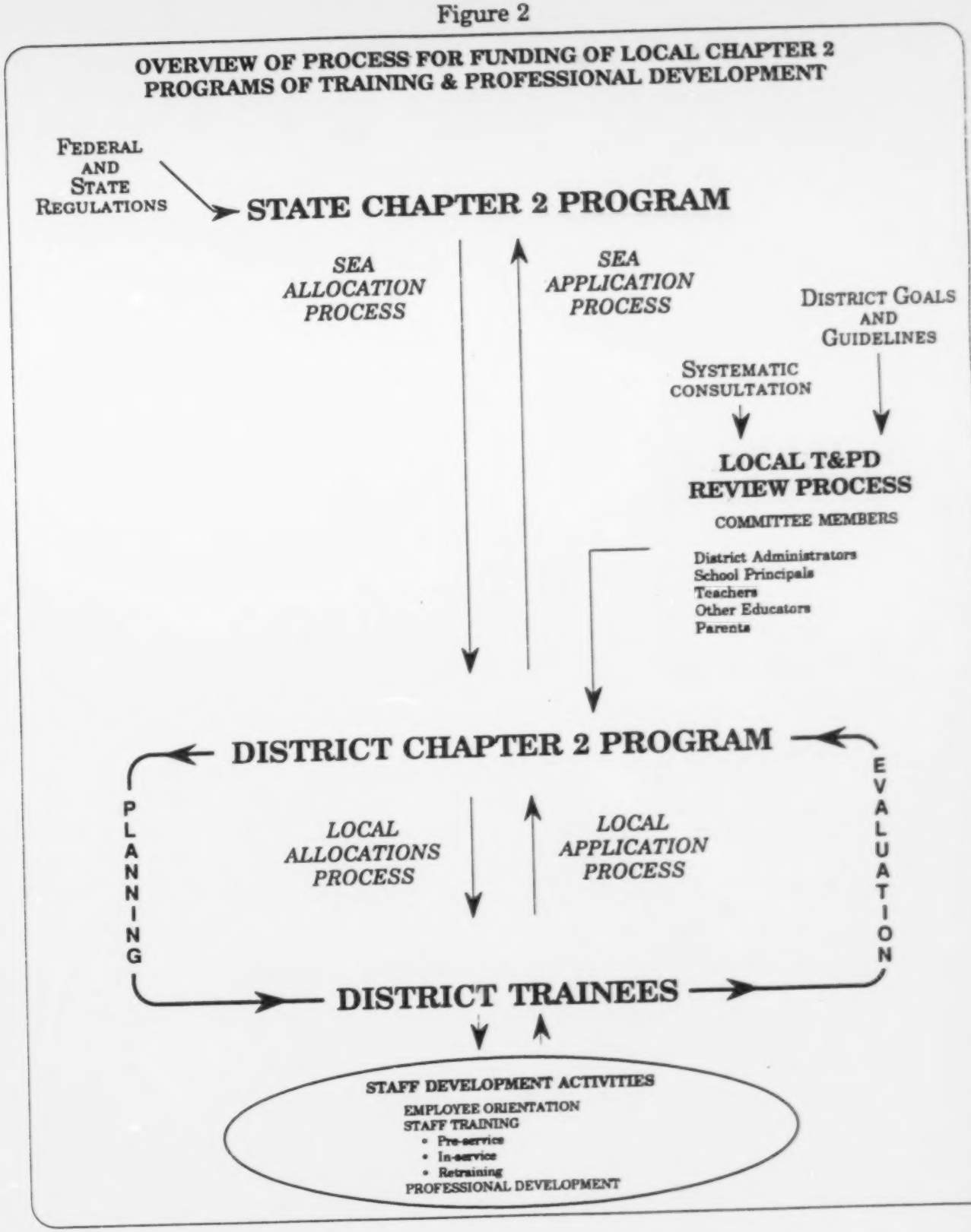
Chart 4

District Committee Review Team Membership Categories Greater Than 50 Percent



Source: Arizona Department of Education Chapter 2 District Coordinator Questionnaire: School Year 1991.

Figure 2


OVERVIEW OF PROCESS FOR FUNDING OF LOCAL CHAPTER 2 PROGRAMS OF TRAINING & PROFESSIONAL DEVELOPMENT
FEDERAL AND STATE REGULATIONS
STATE CHAPTER 2 PROGRAM
SEA ALLOCATION PROCESS
SEA APPLICATION PROCESS
DISTRICT GOALS AND GUIDELINES
SYSTEMATIC CONSULTATION
LOCAL T&PD REVIEW PROCESS
COMMITTEE MEMBERS
District Administrators
School Principals
Teachers
Other Educators
Parents
DISTRICT CHAPTER 2 PROGRAM
PLANNING
EVALUATION
LOCAL ALLOCATIONS PROCESS
LOCAL APPLICATION PROCESS
DISTRICT TRAINEES
STAFF DEVELOPMENT ACTIVITIES
EMPLOYEE ORIENTATION
STAFF TRAINING
• Pre-service
• In-service
• Retraining
PROFESSIONAL DEVELOPMENT

Focus of District T&PD Programs. District coordinators were asked in Part 2 of the survey to identify the primary focus of their Chapter 2-supported T&PD programs. Of 41 surveys returned, 8 yielded unusable data or gave no response. As shown below, 88 percent of the 33 responding district T&PD coordinators selected either *Improved Instructional Delivery* (42%) or *Increased Staff Effectiveness* (46%) as the primary emphasis of training.

Primary Focus of Chapter 2-Funded Training & Professional Development Programs

T&PD Coordinators Reporting Enhancements to:	Number of Districts	Percent
Instructional Delivery	14	42%
Educational Content	0	–
Student Motivation	1	3%
Assessments	0	–
Staff Effectiveness	15	46%
Instructional Leadership	0	–
Teacher Coaching	0	–
Curriculum	1	3%
Schoolwide Improvements	2	6%
School Environment	0	–
Parental Involvement	0	–
Usable Nonduplicated Responses	33	100%

This dual focus on *Improved Instructional Delivery* and *Increased Staff Effectiveness* confirms findings attributable to LEA trainees whose responses to the *Local Chapter 2 Evaluation Survey* heavily emphasized the importance of instruction-related T&PD activities as a determinant of course attendance.

Variety of T&PD Delivery Methods. To understand whether such T&PD activities were aligned with district-supported goals and objectives, district T&PD coordinators were asked to express, as a proportion between 0 and 100 percent, the emphasis their Chapter 2-funded T&PD program placed on the following *methods* by which Chapter 2-supported T&PD activities were made available to district personnel.

- *Minigrants for Innovative Staff-Initiated Training.* During the interviews held prior to survey development, a number of local T&PD coordinators pointed to their use of minigrants to support innovative or new approaches to staff development. These minigrants differ from other T&PD activities in that they are not directly aligned to existing district in-service training. Rather, the minigrants permit staff members to propose training services based upon individual need.

- *District-Sponsored/Supported In-services.* These more traditional T&PD offerings refer to in-services which initially are selected by the district. The implication is that staff choose from a menu of T&PD activities which are officially supported or sponsored by the district, based on specific, predetermined goals and objectives.

- *Staff-Requested In-services Not Sponsored by the District.* These T&PD activities are identified by the individual and not specifically sponsored by the district. Under this option, district policies may allow staff to attend a wider array of in-service options, including those which are specifically tailored to the needs of the individual teacher or administrator.

- *Other.* This option allowed district T&PD coordinators to react on a case-by-case basis regarding the potential for

sponsorship and support of selected T&PD activities.

Primary T&PD Delivery Method. The *Chapter 2 Coordinator Questionnaire* instructed district T&PD coordinators to determine which delivery methods were *emphasized* in their Chapter 2-supported training program.

Also they were asked to express the degree of importance on each method identified as a proportion of total emphasis. Proportions suggested by coordinators could not exceed 100 percent. The table reflects the reclassification of *Other* responses under the appropriate heading or under "emphasis unclear."

Methods of District Sponsorship	Number of Districts	Percent
Staff-Initiated Minigrants	1	3%
District-mandated In-services	14	34%
Staff-requested In-services	19	46%
Emphasis Unclear	4	10%
Unusable or Missing Response	3	7%
Total Districts Responding	**41**	**100%**

The previous data box also indicates that 14 of 41 district T&PD programs (34%) emphasized district-supported or sponsored T&PD activities over staff-initiated in-services.

However, 19 districts (46%) responded that most T&PD activities resulted from personal requests based on individual needs.

By including the minigrants category with staff-initiated requests, the proportion increased to 49 percent, suggesting that about half of the study-group districts emphasized a strong measure of staff participation in the selection of Chapter 2-funded T&PD activities.

Therefore, LEAs were split on the type of T&PD delivery methods that were emphasized in their training program.

District Process for Approving Staff Training. In Part 3 of the survey, a number of questions were asked of T&PD coordinators about staff participation in the T&PD application/allocation process.

Included were questions concerning the application, review and decision-making processes used by districts to monitor participation of staff in T&PD activities; whether any formal limit was set on the amount of funding available to train applicants; and whether any district personnel were required to attend specific staff development in-services. The data collected in these areas are summarized on the next page.

Access to skills training for classroom teachers with expectations of immediate applicability gets high marks from trainees.

Summary of Responses for District Process Used to Approve Staff Training

- 66 percent of districts do not require a formal application for Chapter 2-funded T&PD activities.
- 64 percent have no formal review process for approving requests for T&PD activities.
- When asked who made the final decision to approve staff training:
  36 percent indicated Chapter 2 Coordinator or Staff Developer
  22 percent indicated district administrators, and
  20 percent indicated school principals or local administrators.
- 95 percent of the districts indicated that no formal limit is imposed on the dollar amount any one person may expend for training.
- 71 percent of districts required certain staff members to attend specific Chapter 2-funded T&PD activities. Of these districts, 89 percent required attendance by new teachers while 59 percent required attendance by new principals or assistant principals.
- 27 percent of districts required annual training for instructional personnel in specific content areas, including Thinking Skills, Essential Elements of Instruction, Science, Adaptive Curriculum, Language Arts, Chemical Abuse Prevention and Effective Schools.

This detailed survey information provides an insightful look at the structure of the application and approval process for staff training within Arizona school districts. First, 66 percent (27 of 41 districts) reported that formal applications were not required whenever staff attended T&PD activities. Additionally, 64 percent (25 of 39 districts) indicated no formal review process being used for approval of T&PD requests. These findings seem contrary to a response in Part 2 of the survey which revealed that 59 percent (24 of 41 districts) use a committee structure to review training applications. Excluding the six districts which reported no use of committee structures increases the proportion of districts using such committees to review applications to 69 percent (24 of 35 responding districts).

Note, however, that terminology used in questions about the approval/review of training requests included an emphasis on a *formal* process. The survey results indicated that while training applications and their subsequent review are required in some districts, most do not have *formal* policies and procedures for approving staff training.

Seventy-one percent of district T&PD coordinators indicated that personnel in specific job categories are required to take courses in training and professional development. Most of these staff members were teachers new to the district (89%) or newly hired administrators (59%).

Eleven districts, comprising 27 percent of respondents, required annual training for instructional personnel in specific course content areas including *Thinking Skills, Essential Elements of Instruction, Science, Adaptive Curriculum, Language Arts, and Effective Schools*. This requirement is additional evidence of the heavy emphasis on instruction-related activities within district T&PD programs that the survey revealed.

District T&PD coordinators were asked to identify who makes the final decision to fund staff requests for T&PD activities. Their responses are itemized on the next page.

Final Decision Authority Staff Applications for Training

Category	Districts	Percent
District Administration		
Superintendent	9	
Administrator*	1	
Academic Services	1	
Subtotal	11	22%
District Staff Support		
Staff Developer	5	
Chapter 2 Coordinator	13	
Subtotal	18	36%
Local Administration		
Principal	8	
Administrator*	1	
Supervisor*	1	
Subtotal	10	20%
Chapter 2 Committee		
	9	
Subtotal	9	18%
Other		
School Board	1	
District Council	1	
Subtotal	2	4%
Total Usable Items	50 **	100%

No Response or Unusable: 3.

* These job titles were identified from responses provided under *Other* on the survey form.

** This count allows for multiple responses by districts.

Fourteen of the 41 district T&PD coordinators responding to the survey provided multiple answers to the question examined in the data table above, suggesting that decisions to approve staff training applications are not centralized in all districts.

Personnel cited most often (18 of 50 responses) as being the primary decision authority were those individuals who serve as district T&PD coordinators. In the study-group districts, a T&PD Coordinator is either the district's designated Chapter 2 Program Coordinator a staff developer who manages T&PD activities. Following the District Staff Support category with 18 responses came District Administration (11 responses), Local Administration (10 responses) and the Chapter 2 Review Committee (9 responses).

Summary of Responses on District T&PD Evaluation and Planning Processes

- 66 percent (27 of 41) study-group districts conducted formal evaluations of T&PD activities.
- 68 percent (28 of 41) indicated that all participants in T&PD activities were required to complete evaluations.
- 37 percent (15 of 41) indicated that evaluations were obtained through feedback from staff meetings and peer discussions.

[Note: The percentages cited above allow for selection of multiple responses.]

- 66 percent (27 of 41) indicated that T&PD evaluations were submitted to district T&PD coordinators; 17 percent (7 of 41) indicated that evaluations were given to district administration and 46 percent (19 of 41) indicated that evaluations are sent to the in-service providers.
- 95 percent (39 of 41) reported that evaluations were used to provide feedback on specific training delivered.
- 68 percent (28 of 41) reported evaluations were utilized for strategic planning of future T&PD activities.
- 79 percent (32 of 41) indicated that training effectiveness reports were delivered to the Chapter 2 Coordinator; 73 percent (30 of 41) indicated delivery to the Staff Developer and 61 percent (25 of 41) indicated these reports were delivered to the District Superintendent.

District Evaluations of T&PD Activities. In Part 4 of the survey, district T&PD coordinators were asked to provide information on processes they employ to evaluate T&PD activities. These questions

included whether or not the district had a formal evaluation process, the primary methods used to conduct the evaluations, to whom they were submitted and how the evaluations were utilized in terms of the administration of district T&PD programs. The statistics collected from this part of the *Chapter 2 Coordinator Questionnaire* are presented on page 51.

As shown on the previous page, 66 percent (27 of 41 districts) revealed that they conducted formal evaluations of T&PD sessions. This means that approximately 34 percent (14 study-group districts) do not conduct formal T&PD evaluations. However, district T&PD coordinators also were asked how evaluations, formal or not, were conducted. Over 68 percent (28 of 41 districts) responded that all individuals attending T&PD activities were required to complete some type of training or course evaluation.

The distinction between formal and informal evaluations at first may appear to be significant. That is, with 34 percent of districts failing to conduct formal evaluations, questions might arise as to the adequacy of their accountability systems. There is an underlying assumption that districts which conduct formal evaluations do so under specific policies and procedures enabling them to construct valid indicators from which to ascertain the effectiveness, impact and value of their T&PD programs. However, closer examination of the responses reduces this concern.

Table 3, *Selected Information on the Use of Application and Evaluation Procedures in T&PD Activities*, itemizes the responses of 41 districts on questions concerning their use of formal application and evaluation procedures and on the primary functions of committee review teams. The information presented in the table indicates a higher degree of monitoring of Chapter 2-funded T&PD activities than was previously suggested. While 14 districts reported not using a formal evaluation process, four of these districts required every participant attending T&PD activities to complete some type of course evaluation.

Of the 10 remaining districts, five required either formal applications before attendance and/or conducted a formal review of applications prior to approval of T&PD requests. This means only five districts (12%) reported no formal application or evaluation procedures, no formal review of applications submitted and no requirement that participants provide evaluations of their training experiences. Of these five districts, three contained approximately 2,000 or fewer students, one contained 9,200 students and only one district had over 15,000 students.

Ninety-five percent (39 of 41 districts) indicated that evaluations of some type were used to provide feedback on T&PD sessions. When combined with the statistics on formal evaluations, these responses demonstrated that a majority of the districts do utilize some type of evaluation system to make T&PD planning decisions—if not in a formal manner then through informal methods such as staff meetings, peer discussions and information sharing. In addition, over 68 percent (28 of 41) districts stated that these evaluations were used for strategic planning of future T&PD activities.

In summary, although 14 of 41 districts responding to the survey do not utilize *formal* application procedures, nearly all of the districts undertake some type of application review and/or training evaluation process for Chapter 2-supported T&PD activities. Thus, further investigation into the adequacy of accountability systems used in districts not employing *formal* post-attendance evaluations of T&PD activities may be warranted in only a small number of the 43 districts contained in the study group.

Table 3

Use of Application and Evaluation Procedures in T&PD Activities

District Record Number	SY 91 Student Enrollment	Formal Application and Application Review		Formal Evaluation		Use of Committee to Review District T&PD Activities			
		Require Formal Application	Conduct Formal Review	Require Formal Evaluation	Require Participant Evaluation	None	Determine Policies/ Planning	Review Application	Determine T&PD Courses
1	747	No	No	Yes	No		✔		✔
2	936	No	No	No	No		✔	✔	✔
3	1,007	No	No	Yes	Yes	✔			
4	1,521	Yes	Yes	No	No			✔	✔
5	1,561	No	No	No	No		✔	✔	✔
6	2,020	No	No	No	No		✔	✔	✔
7	2,579	No	Yes	No	No	✔			
8	2,603	No	No	No	Yes	✔			
9	2,960	No	No	Yes	Yes		✔	✔	✔
10	4,078	Yes	No	No	Yes		✔		✔
11	4,364	No	Yes	Yes	Yes		✔	✔	✔
12	4,386	Yes	Yes	Yes	Yes		✔	✔	✔
13	4,494	No	Yes	Yes	No		✔	✔	✔
14	5,309	No	No	No	Yes		✔	✔	✔
15	5,381	Yes	No	Yes	Yes	✔			
16	5,568	Yes	Yes	Yes	Yes		✔	✔	✔
17	5,720	No	No	Yes	Yes		✔		✔
18	6,608	No	No	Yes	Yes		✔		✔
19	7,065	No	No	Yes	Yes		✔	✔	✔
20	8,509	No	No	Yes	No		✔	✔	
21	8,720	Yes	Yes	Yes	Yes	✔			
22	8,916	Yes	No	Yes	Yes		✔	✔	✔
23	9,203	No	No	No	No		✔	✔	✔
24	9,643	No	No	Yes	Yes		✔	✔	✔
25	11,056	No	No	Yes	Yes		✔		✔
26	11,219	No	No	Yes	Yes		✔		
27	11,228	Yes	No	No	No		✔		
28	11,497	Yes	No	Yes	Yes		✔	✔	✔
29	12,010	Yes	Yes	Yes	Yes		✔	✔	✔
30	12,526	Yes	Yes	No	No		✔	✔	✔
31	13,162	No	No	Yes	Yes		✔	✔	✔
32	14,210	No	No	No	Yes		✔		✔
33	15,080	No	No	No	No		✔	✔	✔
34	16,833	No	Yes	Yes	Yes		✔		✔
35	21,076	Yes	Yes	Yes	Yes		✔	✔	✔
36	21,495	No	N/R	Yes	Yes		✔		
37	21,900	No	Yes	Yes	Yes		✔		✔
38	23,894	No	N/R	Yes	Yes	✔			
39	28,657	Yes	Yes	No	No		✔	✔	✔
40	60,556	No	No	Yes	Yes		✔	✔	✔
41	67,695	Yes	Yes	Yes	Yes		✔	✔	✔
	Total Yes:	14	14	27	28	6	34	24	31
	Total No:	27	25	14	13		1	11	4
	No Response:		2						
	Percent Yes:	34%	36%	66%	68%		97%	69%	89%
	Percent No:	66%	64%	34%	32%		3%	31%	11%

Note: Percent calculations exclude "No Response" values.
Source: Arizona Department of Education Chapter 2 District Coordinator Questionnaire, School Year 1991.

District T&PD coordinators were queried as to the recipients of T&PD course evaluations. Responses to this question revealed that in 66 percent (27 of 41 districts) the course evaluations went to the district T&PD coordinator and in 37 percent (15 of 41) it was district administration that received them for review. Forty-six percent (19 of 41 districts) indicated that the local trainer or in-service provider also received staff evaluations of T&PD courses attended. A summary of these responses is provided below.

Recipients of T&PD Evaluations
(Based on Multiple Responses from 41 Surveys)

Category	Districts	Percent
School Principal	15	37%
Chapter 2 Coordinator	27	66%
Review Committee	8	20%
In-house Trainer or Outside Consultant	19	46%
District Administration	7	17%
School Board	2	5%
Other	3	7%

Impressions of Arizona's Chapter 2 Program and LEA/SEA Interactions. Parts 5 and 6 of the survey asked district T&PD coordinators to respond to a series of affirmative statements on both the general usefulness of the T&PD program and the services provided by the state Chapter 2 Office. The information presented at the beginning of the next column summarizes the responses for two major concept areas that researchers identified.

Summary of Chapter 2 Coordinator Questionnaire Results

Area A: Impressions of Arizona's Chapter 2 Program

Domain: Variety of Available Training (Survey Questions: Part 5.1, 5.2)

Inquiry: Statements focus on the use of Chapter 2-funded programs to provide a wider variety of T&PD activities than otherwise would be possible.

POSITIVE RANGE		
Agree	*Strongly Agree*	*Combined*
24.0%	74.0%	98.0%
NEGATIVE RANGE		
Disagree	*Strongly Disagree*	*Combined*
2.0%	0.0%	2.0%

Domain: At-Risk Student Impact (Survey Question: Part 5.3)

Inquiry: Statement on the positive impact that T&PD activities have on at-risk students

POSITIVE RANGE		
Agree	*Strongly Agree*	*Combined*
45.0%	52.0%	97.0%
NEGATIVE RANGE		
Disagree	*Strongly Disagree*	*Combined*
3.0%	0.0%	3.0%

Area B: LEA/SEA Interactions

Domain: Local Innovation
(Survey Question: Part 6.1)

Inquiry: Statement on the usefulness of ADE application and guideline materials to promote innovation in the design and implementation of educational projects and activities.

POSITIVE RANGE		
Agree	*Strongly Agree*	*Combined*
58.0%	42.0%	100.0%
NEGATIVE RANGE		
Disagree	*Strongly Disagree*	*Combined*
0.0%	0.0%	0.0%

Domain: Quality of SEA Technical Assistance
(Survey Questions: Part 6.2 and 6.3)

Inquiry: Statements on the usefulness/ appropriateness of technical assistance and competence of staff working in the ADE Chapter 2 Office to answer questions regarding LEA application for federal funds.

POSITIVE RANGE		
Agree	*Strongly Agree*	*Combined*
43.0%	57.0%	100.0%
NEGATIVE RANGE		
Disagree	*Strongly Disagree*	*Combined*
0.0%	0.0%	0.0%

Domain: SEA Monitoring
Survey Question: Part 6.4)

Inquiry: Statement on the usefulness of ADE program monitoring to help districts with their operation of Chapter 2 T&PD activities.

POSITIVE RANGE		
Agree	*Strongly Agree*	*Combined*
53.0%	42.0%	95.0%
NEGATIVE RANGE		
Disagree	*Strongly Disagree*	*Combined*
5.0%	0.0%	5.0%

Analysis of Area A and Area B Discussions. From the information collected in this portion of the *Chapter 2 Coordinator Questionnaire*, it can be seen that respondents strongly agreed that Chapter 2-supported T&PD activities provided them with opportunities for professional development that otherwise would not have been available.

In addition, 97 percent of the respondents agreed that these T&PD programs positively impacted at-risk students.

Interestingly, this impression of the positive impact on at-risk students contrasts somewhat with the reports from staff who indicated that while the T&PD activities they attended were worthwhile, participation in the activities did not automatically translate into positive impacts in the classroom.

◆ COMMENTS

The information derived from the *Chapter 2 Coordinator Questionnaire* provides insight on the administration and operation of T&PD programs at the LEA level. Similar to the responses received from the individual staff participants, a major focus of district T&PD programs is instructional delivery.

In addition, the types of activities made available to classroom teachers, school administrators and support services personnel is not strictly mandated at the district level. Rather, 46 percent (19 districts) place their emphasis on allowing participation in in-service activities which are initiated and requested by the individual staff person based on his/her unique needs.

This finding coincides with that of the individual course survey results which showed a wide variety of descriptive course titles and content areas. Thus, Chapter 2-funded T&PD activities appear to promote and support staff development activities which are most needed by the classroom teachers, school administrators and support services personnel.

Information from this part of the evaluation also indicates that districts are utilizing procedures to monitor and evaluate T&PD activities. This is accomplished through use of structured application and evaluation methods, district office or committee oversight in the planning process, committee determination of course offerings or by imposing requirements that participants must report on, or evaluate, the sessions they attend.

The major points derived from the *Chapter 2 Coordinator Questionnaire* are as follows:

a. All district T&PD coordinators in the study have been classroom teachers at some point in their careers. However, 93 percent indicated that coordination and administration of Chapter 2 programs is not their primary job assignment.

b. Eighty-three percent of the districts in the study used committee review teams or committee structures in the administration of Chapter 2-funded T&PD activities including determination of general policies and procedures, formulation of strategic plans and the determination of T&PD courses offered in the district.

c. Ninety-four percent of the districts which used committees to administer Chapter 2-funded T&PD activities included teachers on their committees. Seventy-seven percent included district superintendents, 79 percent included principals and 68 percent included parents.

d. The primary focus of Chapter 2-funded district T&PD activities was reported to be *Improved Instructional Delivery*, at 42 percent of the districts, or *Increased Staff Effectiveness*, at 46 percent.

e. Seventy-one percent of the districts required certain staff to participate in T&PD activities. Most of these individuals were newly hired teachers or administrators.

f. Only five of 41 districts (12%) in the study reported not utilizing at least one of the following procedures for monitoring participation and effectiveness of their T&PD activities: (1) requiring a formal application process for staff to participate in T&PD activities; (2) undertaking a formal review process of applications submitted; (3) undertaking formal evaluations of district T&PD courses staff attended; or (4) requiring all participants in district T&PD activities

to submit evaluations of courses attended.

Three of these five districts contained 2,000 or fewer students while only one contained more than 15,000 students. However, all of the districts which reported no *formal* systems for monitoring participation utilized committee review teams to develop the policies and strategic plans for their Chapter 2-funded T&PD program, reviewed applications of staff wishing to attend in-services and determined the type of T&PD courses offered. In addition, all but two districts in the study reported utilizing some type of evaluation of T&PD activities to obtain feedback on training sessions attended by district personnel.

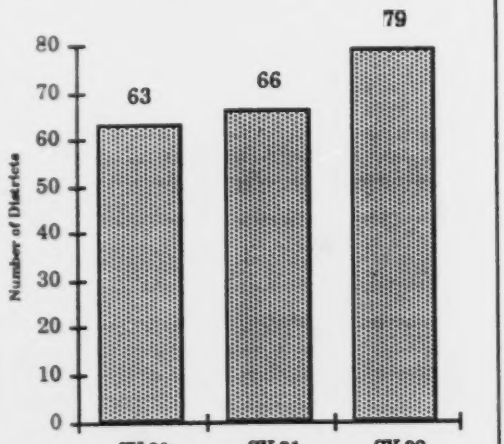
The data compiled from the *Chapter 2 Coordinator Questionnaire* reveal an overall positive view of LEA involvement in Chapter 2-supported T&PD activities. The responses disclose an emphasis on training in instructional delivery and classroom skills; identification of a mix of district- and staff-defined professional needs; widespread use of a variety of evaluation methods, both formal and informal; and a commitment to providing in-service training to new teachers and administrative staff. In addition, oversight committees for T&PD programs at the local level included teacher, staff and parent representation in a majority of districts.

◆ MAGNITUDE AND KEY PATTERNS OF CHANGE

Further review on page 4 of Table 1, *Three Year Summary of Targeted Assistance Areas*, offers the reader a historical perspective on the spending decisions and participation of local educational agencies in Arizona's Chapter 2 Program.

The number of districts operating Chapter 2-assisted programs of Training & Professional Development grew, as indicated below, from a total of 63 in SY 90 to 79 in SY 92.

Chart 5
Districts Participating in Chapter 2-Funded T&PD Programs



Source: Chapter 2 Annual Special Projects Applications: SY 90, 91 and 92.

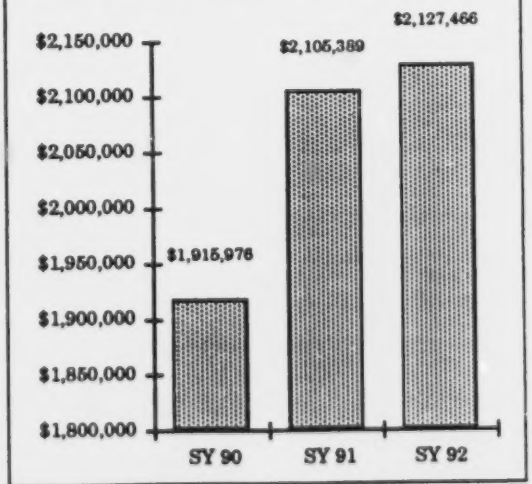
Growth of this type (i.e., an increase in participation of more than 25% in two years) demonstrates the emphasis that autonomous districts collectively ascribe to T&PD activities.

In SY 91, the period during which the state's evaluation was conducted, T&PD activities in 66 participating districts extended direct or indirect influence over immense populations of students and educational personnel throughout the state. Looking again on page 10 at Table 2, *Characteristics of Districts with Chapter 2-Funded T&PD Programs*, reveals the size of populations belonging to either study-group or non study-group districts.

Arizona districts which operate Chapter 2-funded T&PD programs comprise 78 percent of the state's student enrollments.

These 66 entities comprise 78 percent of Arizona's student enrollments, 64 percent of all public schools, 76 percent of certified staff and an equal share of all current public school teachers. The magnitude of this potential for impact is unquestioned. Given these proportions, it is clear that Chapter 2-funded T&PD activities have the potential to influence Arizona's teachers, students and school-based programs.

Chart 6
LEA Allocations for Chapter 2-Funded T&PD Programs



Source: Chapter 2 Annual Special Projects Applications: SY 90, 91 and 92.

In the first three years of ESEA, researchers noted a marked increase in focus on T&PD programs by an ever-increasing number of districts across the state.

ADE researchers examined T&PD activities with an eye to trend data on file in the ADE Chapter 2 Office. In terms of local allocations, T&PD programs received $1,915,976 in SY 90. By SY 92, the amount grew to $2,127,466. This represents a growth of 11 percent in just two years, 4 percent above the rate of inflation* during this time.

Because the distribution of budgeted funds is driven by cumulative district demand, the figures in Table 1 demonstrate emphatically the increasing priority placed on staff development by Arizona educators. Indeed, in SY 90 T&PD programs accounted for approximately 36 percent of all budgeted Chapter 2 funds while in SY 92, this proportion had grown to over 38 percent.

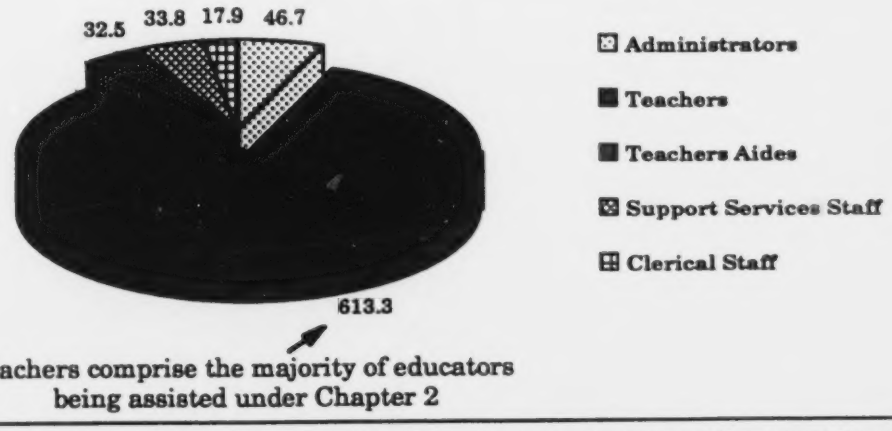
Whether such expanding emphasis is viewed as a result of stronger demand on the part of classroom teachers or is contingent upon policy decisions made by district administrators, the resulting effect is a marked increase in focus on T&PD programs by an ever-expanding number of districts across the state.

While Table 1 reveals the growing priority being given to T&PD programs, it can not convey the impact this additional funding has had upon teachers and students. The *direct* measure of these effects is evident in Arizona's evaluation of local Chapter 2 T&PD activities funded during SY 91.

In preparation for this evaluation, ADE Chapter 2 Office staff reviewed the types of T&PD activities districts reported at the times they applied for Chapter 2 funding between 1988 and 1991. From this research, a List of Course and Training Components was developed for survey at the local level. This list contained 54 course titles, partitioned within 11 content components that have come to be associated with Chapter 2-supported Training & Professional Development activities over the years.

Chart 7

SY 91 Staff Participation in Full-Time Equivalents



Source: Arizona Department of Education Chapter 2 Office. Annual Special Projects Applications: School Years 1989/90, '91 and '92.

* Based on the historical (4.2% in 1991) and forecast (3.0% in 1992) figures for the Consumer Price Index as reported in "Arizona Business," Arizona State University, College of Business Research, Tempe, Arizona — April 1992.

Interestingly, the survey responses revealed a wider variety of local course offerings than anticipated. In response to questions contained in the *Local Chapter 2 Evaluation Survey*, district trainees reported taking a total of 83 separate courses. This represented 29 course titles in addition to those which had been previously detailed within the annual Special Projects applications.

Because applications may be planned as much as a year before delivery of training, this survey finding was notable in terms of the program flexibility it suggested. Furthermore, the finding was consistent with the growing number of districts participating in T&PD activities as well as the trend of directing a larger share of Chapter 2 funds toward T&PD programs.

The *variety* of course offerings observed from this evaluation is important to an understanding of the overall impact which T&PD activities exert upon students and teachers. It is evident as well that local Chapter 2-funded T&PD activities can provide one-of-a-kind training conduits for teachers and administrators in their pursuit of instructional or managerial knowledge and skill development.

From the data collected, it is clear that the emphasis on T&PD programs is increasing throughout Arizona. More districts are supporting their T&PD activities with Chapter 2 funds while longer-term participants offer ever-widening access to administrators and support services staff. At the local level these factors represent the *key patterns of change*.

At the state level, changes in local education services caused by the use of Chapter 2-funded T&PD programs are directly observed through the inauguration of the Arizona Student Assessment Program (ASAP). The availability of Chapter 2 monies provided the framework for enactment of fundamental changes in classroom learning.

ASAP, an innovative, performance-based instructional and assessment system, aligns content, teaching methods and assessment of student performance to essential basic and higher-order skills in reading, language arts and math.

Researchers found that local Chapter 2-funded T&PD activities can provide one-of-a-kind training conduits for educators in their pursuit of skills development.

In addition to ASAP representing the most far-reaching and complex undertaking of systemwide assessments in the country, Arizona's model fundamentally differs from that of other states in that ASAP creates a complete alignment between mastery of essential skills, student competency assessments, the instructional focus of teachers and measurable, as well as reportable, outcomes.

This innovative endeavor, under its operational umbrella: *Goals For Educational Excellence*, represents Arizona's primary response to the national Effective Schools mandate. ASAP was designed to meet several goals:

- fundamental shifts away from nationally normed testing toward performance-based assessments
- reform of instructional delivery methods, and
- alignment of curriculum against requisite basic and higher order skills, mastery of which the State Board of Education considers *essential* in grades K–12.

To ensure success in fully implementing ASAP and thereby realizing a majority of its Chapter 2 goals, the Arizona Department of Education launched a multi-year, transitional program of Training & Professional Development. Representatives of all public school districts in Arizona as well as ADE staff who worked as technical advisors in initiating ASAP, were afforded these Chapter 2-supported training activities.

State-administered Chapter 2-funded T&PD monies supported the staff devel-

LEA staff reported a significant improvement between October 1990 and March 1991 in the effectiveness of ASAP-related T&PD provided by the ADE.

opment and district in-service training required to construct and implement Arizona's ASAP program. In March 1992, 150,000 students in grades 3, 8 and 12 participated in the pilot stage of ASAP implementation.

Involvement in the assessment portion of ASAP for the first time included bilingual, ESL, Special Education, and other handicapped students who were, in many cases, previously exempted from traditional norm-referenced testing.

Beginning in September 1992, all teachers and students in the state will experience the impact of some aspect of ASAP as the program attains full integration within the state's educational system.

Successful implementation of the Arizona Student Assessment Program testifies to the effectiveness of the Chapter 2-funded T&PD activities provided in SY 91 to state ASAP liaisons and local district representatives. Survey responses from those participating in the fall 1990 ASAP conference and/or the spring 1991 workshops measure many observable, positive impacts. District staff reported a significant improvement between October 1990 and March 1991 in the effectiveness of ASAP-related T&PD provided by the Arizona Department of Education.

Approximately 30 percent of LEA participants gave ADE facilitators a negative rating overall on fall conference effectiveness. However, this measure of dissatisfaction diminished to an 11 percent negative rating for the spring workshops. It was observed from *ASAP Liaison Questionnaire* responses that, during this interval, ADE staff were undergoing substantial Chapter 2-supported ASAP training of their own.

It is also clear from the *Survey of Conference Effectiveness* results, as well as direct observations of the evolution of ASAP in Arizona, that Chapter 2-funded T&PD activities provided at the state level were instrumental to the successful implementation of the program.

ASAP-related Training & Professional Development became the dominant vehicle for arriving at educational innovation and systemic reforms. As a result, ASAP now exerts a positive influence on virtually every student and teacher in Arizona. Put simply, it provides the foundation for a new and more effective learning environments in our state's public schools.

D. Effects upon Arizona's Students and Teachers

◆ Magnitude and Key Patterns of Change

The SY 91 Arizona examination of Chapter 2-funded T&PD activities provided direct observations on the scope and potential impact of these activities on students and teachers in Arizona.

Without question, the demographics of districts receiving T&PD funds affirm that a substantial proportion of students, teachers and administrators in Arizona are affected by these locally sponsored T&PD programs.

Overall, 66 districts in Arizona received Chapter 2 funding for T&PD programs in SY 91. These districts comprised 78 percent (530,597) of total student population in the state, 76 percent of all teachers (27,479) and 71 percent of all administrators (1,595).

ADE's *Local Chapter 2 Evaluation Survey* collected direct responses from LEA staff within a study group composed of 43 of these 66 districts. Prior to administering the survey, researchers asked all 43 district T&PD coordinators to provide complete lists of their staff who had attended Chapter 2-funded training during SY 91.

These individuals were further categorized by job title as administrators, instructional personnel or support services staff. From information provided before the survey was given, researchers determined that a total of 5,139 classroom teachers, or 21 percent of all teachers in the study-group districts, had received Chapter 2-supported training and that these instructional personnel impact an estimated 128,500 to 270,000 students, implying a direct coverage of between 19 and 40 percent of total student enrollment in Arizona.

Researchers determined that a total of 5,139 classroom teachers, or 21 percent of all teachers employed by the 43 districts being studied had received Chapter 2-supported training during SY 91.

Unfortunately, it is not possible to determine how many teachers were trained or how many of their students were affected in the remaining 23 districts; however, T&PD programs in these districts were believed not to be as extensive as those in the 43-member study group.

Potential Impact on At-Risk Students. As previously noted in Part II.B, a substantial number of students "at risk" of failure or dropping out of school were instructed by teachers who had attended Chapter 2-funded T&PD activities.

Based upon responses returned by 804 teachers sampled from the study group, approximately 3,312 at-risk students are impacted by Chapter 2-funded T&PD programs.

Using statistics yielded by the teacher sample, this implies an overall coverage in the 43-district study group of between 32,900 to 44,500 at-risk students who are receiving the benefits of their 5,139 teachers' attendance at Chapter 2-funded T&PD activities. Unfortunately, no reliable estimates are available on the total number of at-risk students contained either in the 66 Arizona districts receiving Chapter 2 T&PD funding or in the state as a whole.

In addition, 97 percent of the respondents attributed *positive impacts* for at-risk students to these T&PD programs. Interestingly, these impressions of positive impact on at-risk students contrast somewhat with other survey results from the course evaluation questions.

The data indicated that while most staff felt T&PD activities they attended were

Seventy-two percent of respondents to the Local Chapter 2 Evaluation Survey indicated their primary reason for attending training was to acquire more effective instructional delivery skills.

worthwhile, over 20 percent reported that participation in the activities did not automatically translate into positive impacts in their classrooms.

The figures presented in Table 3 reveal that the 43 Chapter 2-funded T&PD districts selected for the evaluation study represent the majority of students, schools and staff within the state.

This underscores the enormous potential Chapter 2-funded T&PD programs have for positively affecting teachers, school administrators and, most importantly, the children of Arizona.

With T&PD activities occurring in such a large percentage of Arizona districts, the direct or measurable outcomes of in-services may greatly understate the longer-term impacts on students and staff.

Job-related contacts of staff who have attended Chapter 2-supported in-services with other professional staff ensures that participants will share their enhanced knowledge and new skills with their colleagues—to a greater or lesser degree. This sharing broadens and deepens the impact of the original training and creates a ripple effect which extends throughout the state, continuing for an undetermined period of time.

From the information provided by survey respondents, it is evident that the overriding demand for Chapter 2-funded T&PD programs in Arizona revolves around training in *instructional delivery*. Seventy-two percent of *Local Chapter 2 Evaluation Survey* respondents indicated their primary reason for attending T&PD activities was to acquire more effective instructional delivery skills.

In addition, *Essential Elements of Instruction* was revealed as the course most often attended by respondents, representing 12 percent of the 1,711 course evaluations returned.

Given evidence of the large proportions of regular and at-risk students served by teachers who have attended T&PD programs and discovery of the heavy emphasis placed on acquisition of instructional skills, it is apparent that Chapter 2-funded T&PD programs in Arizona have positively impacted a majority of students through basic improvements in instructional methodologies.

E. T&PD Effectiveness Indicators

1. Chapter 2-Supported T&PD Activities under the Arizona Student Assessment Program (ASAP)

Omitted from the discussion in Section D regarding the effects upon Arizona's students and teachers, was the magnitude of direct and indirect effects which had been observed as a result of providing Chapter 2-funded T&PD activities to ADE staff in charge of implementing the new student assessment program.

The direct impacts were measured through a survey of LEA participants in state-sponsored ASAP conferences and workshops. The indirect impacts were derived from pertinent observations of the ASAP implementation in schools and classrooms throughout the state.

As documented in Part II.A, SEA Chapter 2 monies supported staff development activities for state ASAP liaisons and funded a conference and a series of workshops on the new assessment program. ADE staff effectiveness was measured directly by LEA participants attending these state-sponsored workshops.

As demonstrated in the adjoining data set, respondents to the *Survey of Conference Effectiveness* gave increasingly positive ratings to ADE staff facilitators and to the overall effectiveness of the sessions as training progressed from the introduction of ASAP in October 1990 through June 1991.

At the time of the fall 1990 ASAP conference, ADE staff were undergoing their own Chapter 2-supported training and the ASAP program was still in the developmental stage. This explains the lower scores given to the facilitators and the effectiveness of the sessions. However, by the spring of 1991, with the benefit of Chapter 2-funded T&PD assistance, ADE staff were able to provide higher levels of support and to supply more complete information to LEA representatives participating in regional workshops.

1990 ASAP Conference

Category	*Negative Response*	*Positive Response*
Facilitators	30%	70%
Overall Effectiveness	20%	80%

1991 ASAP Workshops

Category	*Negative Response*	*Positive Response*
Facilitators	11%	89%
Overall Effectiveness	11%	89%

As mentioned elsewhere in this report, the indirect impact of the T&PD activities evaluated at the state level were seen in the successful implementation of a radically new performance-based instruction and testing program in Arizona.

In March 1992, approximately 150,000 students in grades 3, 8 and 12 participated in an ASAP pilot test and acquired their first familiarity with performance-based assessment testing. By September 1992 every teacher, every grade of students and

One indirect impact of ASAP-related T&PD activities was seen in the successful implementation of a radically new performance-based instruction and testing program.

Seventy-one percent of district T&PD coordinators reported that newly hired teachers and administrative staff are required to attend specific Chapter 2-funded training.

every Arizona school will be impacted by this new program which more closely aligns curriculum, reforms instructional strategies and assesses student performance.

A direct measure of student progress cannot be quantified within the limited scope and 12 month time frame of this evaluation, but the positive effects of aligning the Arizona educational system with a skill-based curriculum, effective instructional delivery and continuous student assessments of essential skills are apparent and cannot be understated.

Funding made available by the SEA through Chapter 2 for the tremendous amount of staff development that was necessary for ASAP at both local and state levels was, and remains, critical to the success of this vital new program. Without Chapter 2 funding, it is doubtful that ASAP could have progressed to the extent that it has.

2. Chapter 2-Supported T&PD Activities within Local Educational Agencies

Responses by district T&PD coordinators to the *Chapter 2 Coordinator Questionnaire* indicated another direct impact of Chapter 2-funded T&PD activities. In this case, the impact is relevant to overall school quality both from an instructional point of view and from the perspective of school environment.

Eighty-three percent (34 of 41 districts) surveyed indicated that they employed a committee structure to oversee various aspects of their T&PD programs. The membership of these review committees varied. However, teachers were represented on committees 94 percent of the time; district superintendents, 77 percent; school principals, 79 percent and parents, 68 percent.

This combined involvement of teachers, administrators and community members at the planning and administrative stages of T&PD activity selection suggests a strong commitment to schoolwide improvement.

In this shared environment, teachers and local administrators are interacting with district policymakers to implement programs that impact students in the classroom. As a result, teachers and their immediate supervisors become collectively as accountable for the success or failure of the training programs as were the central decision-makers.

Finally, the notable involvement of parents on such a large proportion of the Chapter 2 review committees suggests a strong commitment on the part of study-group district to the securing of community support for the policymaking processes of schools and the district.

Such commitment acts to empower parents to provide input on how their children's schools are run. Similarly, parental involvement also indicates parental accountability in the success or failure of the committee review structure in strengthening local T&PD programs.

In addition to the large number of teachers and administrators that voluntarily participated in T&PD activities, 71 percent of the district coordinators reported that newly hired teachers and administrative staff are required to attend specific Chapter 2-funded T&PD courses.

The majority of these courses focused on acquisition of instructional skills such as *Essential Elements of Instruction* and thinking skills; in science, language arts and adaptive curriculum; and knowledge about Effective *Schools*.

Considering the significant number of students directly affected by teachers attending Chapter 2-funded T&PD activities, the number of classroom teachers taking advantage of such staff development opportunities, the emphasis placed by teachers and district planners on regularly updating their instructional skills and the tremendous impact of the state's ASAP initiative, it is readily apparent that the Chapter 2 program and its support of selected targeted assistance areas is essential to educational improvement in Arizona.

Chapter 2 funding clearly impacts students and teachers in the classroom. While the statistical results noted earlier in this report cannot verify directly observable improvements in students' test scores, life skills or their likelihood of future success (this is beyond the scope of a one-year study), it is abundantly clear that such impacts do occur and it is reasonable to attribute these positive benefits to effective state and locally administered T&PD programs supported with Chapter 2 funds.

3. Ancillary Benefits Derived from the Evaluation

Undertaking the *Evaluation of Chapter 2 Program Effectiveness* produced unexpected benefits that were incidental to the study itself but of great value to the ADE. These findings are presented below.

A Listing of Ancillary Benefits

- Arizona's *Evaluation of Chapter 2 Program Effectiveness* marked the first analysis ADE conducted of such a highly representative sample of the state's public schools. In addition, the number of survey responses were sufficiently high to provide districts with valid data and analyses of their individual programs of Training & Professional Development.

- The *Local Chapter 2 Evaluation Survey* established the first reliable estimate of average class size in Arizona's public schools.

  - This permitted assertions regarding the number of students impacted by teachers who participated in local Chapter 2-supported T&PD programs.

  - This also permitted assertions regarding the number of at-risk students impacted by these teachers, which is relevant in terms of National Education Goal No. 2, stating that by the year 2000, the high school graduation rate will increase to at least 90 percent.

- The *Local Chapter 2 Evaluation Survey* was instrumental in the defining the variety, content, and focus of Chapter 2 T&PD courses taken throughout Arizona.

- The *Local Chapter 2 Evaluation Survey* established the extent to which T&PD programs emphasized instructional delivery and confirmed that this focus is not policy-driven, but demand-driven.

- The *Chapter 2 Coordinator Questionnaire* discovered the depth and breadth of interaction between the state Chapter 2 Office and district T&PD

coordinators, and among district T&PD coordinators, trainees and review committees.

- This survey also generated quantitative data on the extent of systematic consultation, a federally mandated responsibility, which takes place.

- The survey affirmed a strong correlation between planning, design and districtwide consultation activities occurring in the operation of T&PD programs as opposed to that which was delineated for the other targeted assistance areas.

- The survey also revealed the enormous potential for community involvement in schoolwide improvement possible through existing review committee membership (i.e., parents, principals, teachers, and district administrators).

- The *Chapter 2 Coordinator Questionnaire* disclosed that 29 of 41 districts responding to the survey mandated specific in-services for newly hired educators. Twenty-six of these 29 districts scheduled T&PD activities for new teachers while 17 of them required newly hired principals and assistant principals to attend employee orientation and in-service training.

- Analysis of the demographics associated with the 43-district study group showed that, as a percentage of state totals, these districts encompassed over 70 percent of both Arizona students and certified district staff, thereby ensuring that the wealth of data collected will be of interest to researchers for years to come.

- The evaluation produced the first statewide view of district T&PD management and accountability procedures, such as in-house evaluations of training applications or attendance patterns and utilization of this information for policy formulation and strategic planning.

- The Arizona Student Assessment Program was clarified for the first time in terms of National Education Goal No. 3, stating that by the year 2000, students will leave grades 4, 8 and 12 having demonstrated competency in English, mathematics and science.

- The evaluation pointed to observable impacts of staff development activities affecting progress in implementing ASAP. This was notable in that it represented the first formal feedback received for SY 90 and SY 91.

As a final note on peripheral benefits accrued as a by-product of the *EVALUATION OF CHAPTER 2 PROGRAM EFFECTIVENESS*, ADE discovered that significant progress could be achieved toward future refinement of ASAP by analyzing the *ASAP Liaison Questionnaire* data in concert with the data obtained from the *Survey of Conference Effectiveness* to avoid documented pitfalls.

Specifically, the evaluation results affirmed that increasing the level of involvement and training of ASAP staff in initial goal-setting and problem-solving processes would minimize problems associated with translating program goals and objectives into specific implementation tasks and maximize the potential for successful outcomes.

Gaining this perspective is crucially important to state administrators due to the complexity of ASAP and its pervasive influence on Arizona pupils. As the ASAP approaches its first full year of operation in SY 93, the staff development process at both the LEA and SEA levels becomes of paramount importance to achieving salient educational goals.

Part III

OVERALL CONCLUSIONS

Report Summary

The significant effort and investment that the Arizona Department of Education put into the *Evaluation of Chapter 2 Effectiveness* resulted in the accumulation of a tremendous amount of information and knowledge. Compilation of this data has, for the first time, enabled education professionals, at both state and local levels, to document the quantitative and qualitative aspects of their Chapter 2 T&PD programs.

Prior to this evaluation, the scope and the impact of Chapter 2-funded T&PD activities upon teachers and administrators; at-risk and mainstream students; school and classroom environments; and school improvement efforts were not known. Likewise the importance of T&PD efforts to the successful implementation of ASAP was not known.

Prior to this evaluation, the impact of Chapter 2-supported T&PD activities on the educators, students and the educational environments of participating districts was not known.

From the information gathered for this report, we have gained a fundamental understanding of the benefits derived from Chapter 2-funded T&PD programs. The benefits documented by our evaluation include, but are not limited to, the following six items:

① Through their requests for, and participation in, certain Chapter 2-funded T&PD activities classroom teachers demonstrated their need for updated training in instructional delivery skills and content specific knowledge. It is apparent that these T&PD programs serve as a vital resource in ensuring that teachers are provided with the necessary training and knowledge they need to be effective in the classroom.

② The instructional skills and content-related knowledge delivered to classroom teachers through Chapter 2-funded T&PD programs directly impact upwards of 270,000 students in our K-12 public school system, including 44,500 pupils considered to be at risk of not completing high school. Without Chapter 2 funding, many educators would be deprived of crucial opportunities for enhancing their skills and knowledge.

Given the broad scope of student coverage engendered by these T&PD programs, it is evident that reduction or removal of such important staff-development opportunities would negatively affect a major segment of Arizona's public school students.

③ Although just 66 of 220 Arizona school districts allocated Chapter 2 funds for T&PD activities, these districts comprised approximately 75 percent of all teachers and students in the state. Interactions among staff, whether formal or informal, perpetuated and amplified initial training experiences throughout each participating district.

This evaluation clearly demonstrates the surprisingly extensive coverage of these Chapter 2-supported T&PD programs viewed from the perspective of both direct and indirect participation.

④ Information gleaned from the four evaluation surveys pinpointed the extent to which Chapter 2-funded T&PD programs provide opportunities for educators to participate in a wide variety of staff development activities. However, this general observation understates the real importance of our findings—the revelation that the *structure* of these T&PD programs is highly significant.

It is the structure which allows teachers and administrators to target their comprehensive staff development and training needs to the specific areas in which they are the most inadequate. If funding flexibility were restricted or limited to specific training areas, the program would be unable to fulfill effectively the needs of Arizona's educators.

This evaluation determined that the Chapter 2 dollars spent for pilot testing of Arizona's new student assessment initiative contributed significantly to the success of its later statewide implementation.

⑤ Our evaluation found that Chapter 2-funded T&PD programs contributed positively to overall school improvement efforts and to the participating facility's general learning environment.

It also disclosed that these programs encourage and promote involvement of parents and other individuals from outside the educational community.

Study data revealed that inclusion of teachers, school and district administrators, and parents on committee review teams overseeing the planning and operation of Chapter 2-funded T&PD programs greatly added to the cooperative environment of the school or district.

This school improvement aspect positively influenced the attitudes and expectations of classroom teachers and school administrators.

Participants in the Arizona evaluation concluded that this cooperative involvement lead to improved classroom environments.

They agreed that the potential for better student outcomes would increase as a result of a more knowledgeable staff; enhanced teaching skills; and increased interaction between parents, teachers and school administrators.

⑥ Staff development activities partially supported by Chapter 2 monies helped inaugurate the Arizona Student Assessment Program, one of the most significant reforms ever undertaken in Arizona's public education system. This evaluation determined that the SY 91 Chapter 2 T&PD program dollars spent in support of pilot testing Arizona's new student assessment initiative significantly contributed to success of its later statewide implementation.

The availability of Chapter 2 monies for training SEA and LEA staff enabled the implementation to proceed in an effective and efficient manner. Although this SY 91 evaluation denotes specific findings tied to the ASAP initiative, more importantly, it demonstrates the tremendous utility of Arizona's Chapter 2 T&PD program in facilitating critical and positive changes in the state's public education system.

Without question, this report contains a wealth of information, both quantitative and qualitative, on the scope of training, student coverage and demonstrated impact of Chapter 2-funded T&PD programs on Arizona's public K-12 school system.

The results of this evaluation are both profound and conclusive: profound from the standpoint of understanding the extent to which these T&PD activities influence nearly every level of Arizona's educational system (students, teachers, and school and district administrators). And, they are conclusive in terms of the magnitude of local and state staff participation, the coverage of mainstream and at-risk students, the scope of skill development and content areas supported, and the indirect benefits accorded to non-participants within Chapter 2-supported local educational agencies.

Appendix 1

Advisory Committee Comments

This appendix explains the active and ongoing consultation by members of the Governor's Chapter 2 Advisory Committee in terms of their comments following reviews of the evaluation.

The Governor's Chapter 2 Advisory Committee comprises 14 members, residing in urban and rural Arizona. Committee membership meets requirements for collective representation of educational interests outlined in ESEA–Chapter 2, Section 1522(a)(2).

Arizona's advisory committee establishes formulas for allocation of funds to local educational agencies; advises the Arizona Department of Education (ADE) on state use of funds among targeted areas; authorizes and oversees competitive awards for school-based, Effective Schools projects; and otherwise participates in the planning, initiation and evaluation of state-administered Chapter 2 programs.

The report in which this appendix appears embodies active consultation by advisory committee members in terms of their review and comments as prescribed by Section 1522(a)(6)(B). As early as its May 1990 meeting, members were beginning to discuss peripheral responsibilities mandated by Congress in terms of their evaluating the program's benefits and other notable impacts upon Arizona's educational programs.

This evaluation, while significant in viewing the Chapter 2 Program in its entirety, is limited to the committee-approved selection of one of six areas of targeted assistance: Programs of Training & Professional Development (T&PD).

Presentations by the Chapter 2 Office between May 1990 and October 1991 focused upon the extent of programmatic changes occurring over the first three years of current legislation. Committee members pondered allocation trends, model program successes, annual statistical reports and updates on the progress of the evaluation itself. In October, the Advisory Committee heard the results of Arizona's four state and local surveys. Mr. Edward F. Sloat, Deputy Associate Superintendent for Research and Development, presented preliminary findings that would later be published in the *EVALUATION OF CHAPTER 2 PROGRAM EFFECTIVENESS.*

The final draft of this document was ratified at the committee's regularly scheduled meeting in January 1992 while a select subcommittee continued to monitor content throughout the publication process, thereby completing its review prior to printing and submission of the report.

During the October and January sessions, lively discussions centered upon individual evaluation outcomes. Members were intrigued by complexities uncovered in the effects of state-administered training upon ADE staff. As a prelude to obtaining their comments, advisory committee members heard the outcomes of collective responses by district staff who attended training workshops on the Arizona Student Assessment Program (ASAP).

What members learned was contrasted against results of interviews administered, in a subsequent survey, to ADE staff who assisted in implementing ASAP throughout Arizona's public school districts. Of primary interest was the dramatic manner in which perceptions changed over time as 16 ADE specialists, 11 of whom were interviewed, gained sufficient knowledge to effectively assist districts in an expedient inauguration of ASAP.

Although deliberations were, at times, equally divided between survey results at the state and local levels, committee members responded *on record* by interjecting personal insights into findings attributable to both of the local surveys.

At the local level, questionnaires were sent to district personnel representative of Arizona educators who had attended staff training sessions during SY 91. This survey was augmented by a second survey administered to a group of district T&PD

Four Advisory Committee members offered strong rebuttal to preliminary reporting of a negative departure in certain course-by-course quality indicators.

coordinators. Responses from T&PD coordinators further qualified the "depth of district programming." Members began to appreciate the magnitude of impacts being made by locally administered T&PD activities in SY 91 upon students who were taught, counseled or otherwise directed by the nearly 31,000 LEA trainees statewide.

With interest increasing for the surveys conducted at the local level, the advisory committee found common ground in two assertions being considered as part of the final draft. First, the advisory committee reacted immediately to characterizations of course-by-course quality indicators found in questions 8, 9 and 10 on page 4 of the *Local Chapter 2 Evaluation Survey* (see Appendix 5). Representing a string of composite responses, members heard that a statistically significant progression had been discovered.

Initial analysis suggested that largely positive evaluations of instructors, course content and trainee handouts had deteriorated into a *less positive* impression regarding classroom teachers' "ability to fully implement" the training they received.

Four members with many accumulated years of teaching experience offered strong rebuttal to that which was being interpreted as "a negative departure" in the course-by-course quality indicators. All suggested that "classroom teachers need time" to process new instructional delivery techniques. Where "time for reflection" was absent from in-service agendas, perceptions regarding applicability of training, regardless of peripheral benefit, "tended to drop."

Committee members also felt a certain disenfranchisement frequently occurs "where decision-making and scheduling of T&PD activities reside exclusively at the administrative level." Members agreed with researchers that the inability to study impact over a longer time period was an inherent weakness of this exercise. One member discussed "on-time" surveys, administered as district trainees departed training. Although mentioned as a possible alternative to the evaluation method actually used, it was quickly discounted as "impossible to coordinate."

Finally, members contradicted conclusions being put forth regarding the responses given by districts to question 2 of the *Chapter 2 Coordinator Questionnaire* (see Appendix 6).

Twenty-six of the 41 T&PD coordinators who responded to this inquiry indicated that their districts do not require a "formal application" for training. Data in the draft report suggested that only 37 percent of coordinators had access to "procedures and quality reviews which systematically collect, maintain and evaluate participation in training activities." As a result, some advisory committee members questioned the accuracy with which the term, *formal*, was being locally interpreted. As members pointed out, more than 50 percent of the same study-group districts maintained oversight committees which reviewed requests for training and determined course offerings.

These two distinctions seemed to cast doubt upon the significance of the discussion as it appeared in the draft report. Members were reminded that districts are not obligated to initiate a "formal process for approval" of their Chapter 2-assisted training courses. There was general agreement that, although not a requirement imposed by the state, a low *YES* response (37 percent) to this question suggested distinct possibilities: districts maintain sufficient safeguards, yet T&PD coordinators judge systems to be *unstructured*; some districts do not maintain trainee selection systems which can be *easily evaluated*; or additional *monitoring* by SEA staff may be warranted as a result of this inquiry.

GOVERNOR'S CHAPTER 2 ADVISORY COMMITTEE

Current Advisory Board

Dr. Raymond Ver Velde, Chairman
Dr. Frances Amabisca
Mrs. Shari Avianantos
Mrs. Frieda L. Baker
Dr. Ruth Catalano
Mrs. Angela K. Craig
Representative Beverly Hermon
Ms. Marguerite Pasquale
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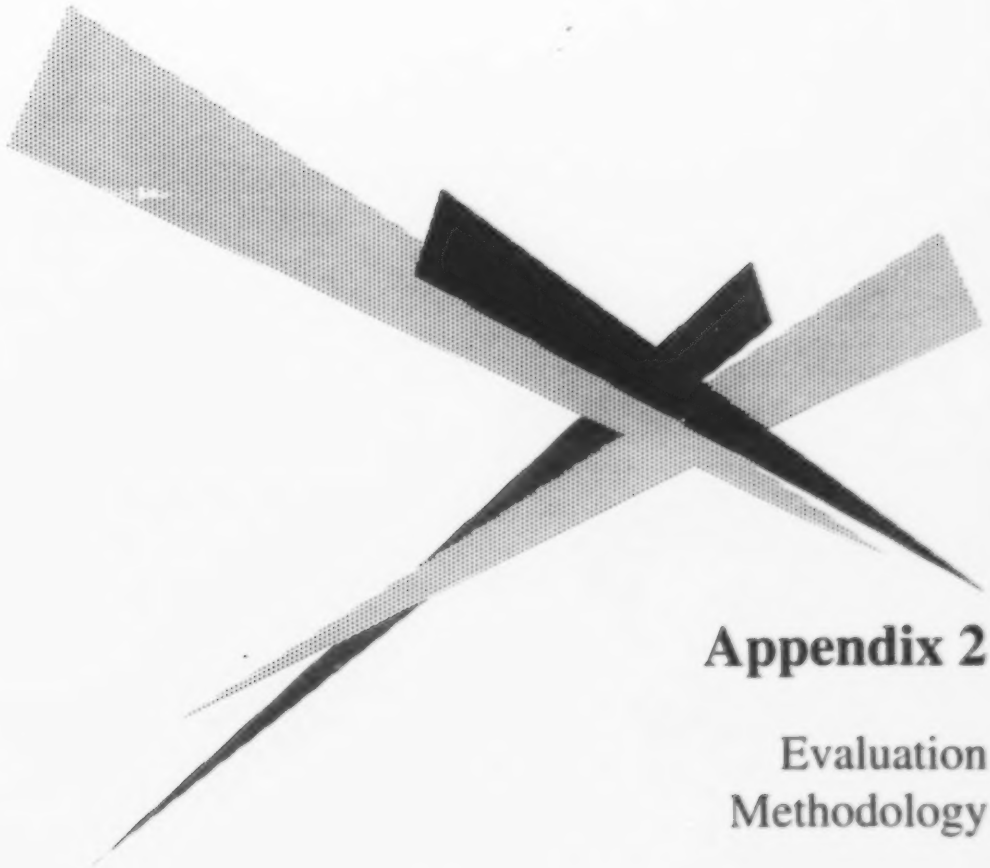
Office of the Governor

Mrs. Nancy Mendoza, Executive Assistant for Education

State Chapter 2 Office

Mr. William L Hunter, Program Director
Mr. John Hicinbotham, Program Coordinator



Appendix 2

Evaluation Methodology

While the processing for most of the information collected as a result of the *Evaluation of Chapter 2 Program Effectiveness* was done by Arizona Department of Education (ADE) staff from the Research and Development Division (R&D), preparation and development of data collection instruments and the analysis of the results was a collective effort between the Department's R&D and Chapter 2 personnel. In addition, input from district Chapter 2 coordinators throughout the state helped to improve the content validity and data integrity of the evaluation project.

As described below, all of the survey instruments went through a series of development and processing activities to ensure the highest possible data integrity. This process began with initial discussions on which areas of T&PD activities to evaluate and continued through to the analysis and production of the final report.

The evaluation utilized four separate survey instruments to collect information on Chapter 2-funded T&PD activities: the *Local Chapter 2 Evaluation Survey*, the *Chapter 2 Coordinator Questionnaire*, the *Survey of Conference Effectiveness* and the *ASAP Liaison Questionnaire*. The last instrument was used to conduct interview sessions with ADE staff.

Methods Used in the Development of Evaluation Instruments

First, interviews with individuals from the target survey groups were conducted. This activity provided ADE R&D and Chapter 2 staff with an opportunity to clarify the issues and understand the activities of the target group more clearly.

For the *Chapter 2 Coordinator Questionnaire*, R&D staff conducted preliminary interviews, either in person or by phone, with nine Chapter 2 district T&PD coordinators. The discussions focused on activities, policies and procedures of administering local Chapter 2-supported T&PD programs. From these interviews, a profile of process, procedural and policy interactions at the district level was developed.

Survey instruments went through a series of development and processing activities to ensure the highest possible data integrity.

In Part II.B, page 47, the reader is provided with a diagram which presents the underlying interactions and involvement of district administrative staff, the membership and the activities of oversight committees, the process local staff access to participate in Chapter 2-funded T&PD activities and the interaction between local and state Chapter 2 offices.

This *visual* model aided development of a more comprehensive questionnaire on the administration of local Chapter 2 T&PD programs.

The *Local Chapter 2 Evaluation Survey* targeted school and district staff who actually participated in T&PD activities. The survey instrument was conceptualized through a series of meetings with ADE Chapter 2 staff and discussions with district Chapter 2 coordinators.

In addition, ADE Chapter 2 staff shared their substantial base of knowledge and supportive documentation on the type and content of local T&PD activities. Utilizing this combination of information sources, R&D developed the preliminary version of the survey instrument.

Prior to developing the *Survey of Conference Effectiveness*, R&D, Chapter 2 and ASAP staff discussed and exchanged information concerning structure, presentation and desired outcomes of the state-sponsored ASAP regional workshops which were held during spring 1991.

From these discussions, general topic areas were identified, followed by articulation of the specific items that participants would

Field reviews of survey instruments often precipitated changes in length, presentation and content of the instruments.

be asked in the survey instrument. Finally, construction of the *ASAP Liaison Questionnaire* was preceded by a series of preliminary interviews with seven of the 16 targeted ADE staff persons. Information received from these interviews aided the development of general topic headings and wording of specific items included in the actual survey instrument.

Second, preliminary drafts of the survey instruments were developed. R&D and Chapter 2 staff worked together to ensure integrity of content, coverage and quantitative validity of all survey instruments. The preliminary versions of these instruments were constructed after discussion and research among ADE staff and interactions with the target audience.

A great deal of work went into developing the presentations of the *Local Chapter 2 Evaluation Survey* and the *District Coordinator Survey*. Because these two surveys served as the primary data collection instruments from which to evaluate the effectiveness of Chapter 2-funded T&PD activities at the local level, it was felt that extra effort should be made to logically format and present each survey form.

As a result, both instruments went through a number of formatting and typesetting revisions until an optimum balance between the final product and its ability to collect the required information was obtained. Each instrument included definitions of terms, descriptions of sections and explanations of intent. Hopefully, the additional time and effort spent in this regard resulted in higher return rates and improved data quality.

Third, field reviews of the draft instruments were conducted. For the local evaluation and district coordinator instruments, preliminary forms were sent to district coordinators for review and comment.

Based on responses, changes were made to the length, presentation and content of the instruments. For the conference effectiveness instrument, interviews and reviews of the preliminary instrument were conducted by ADE ASAP staff. These individuals were the primary facilitators of the conference and workshop sessions being evaluated and also acted as liaisons to the district personnel who attended the sessions.

Finally, since construction of the interview questions used in the *ASAP Liaison Questionnaire* resulted from the one-on-one preliminary interviews with these individuals no additional field testing was conducted.

Review of the preliminary instrument was performed collectively by R&D and Chapter 2 staff in regard to content, scope and suitability to the overall evaluation of Chapter 2-funded T&PD activities.

Fourth, instructions for the administration of the instruments were developed. For this activity, the process linked to each instrument included the designation of individuals responsible for disseminating, collecting and answering questions from the target group

For the *Local Chapter 2 Evaluation Survey*, district T&PD coordinators were sent a complete list of all individuals in their district targeted to fill out a survey. Coordinators used this list to identify all persons receiving and returning a completed questionnaire as well as to follow up on individuals that or had not finished the task. This process facilitated a higher than expected return rate of 89 percent throughout the 43 districts within the study group.

For the *District Coordinator Questionnaire*, staff of the R&D and Chapter 2 units developed detailed instructions for completion and return of the survey. In

addition, check lists were maintained at the ADE to identify coordinators who had not returned a completed instrument. Follow up on all late or incomplete surveys also was undertaken. This resulted in usable responses from 41 of the 43 districts in the study group.

For the *Survey of Conference Effectiveness*, ADE staff serving as facilitators of the ASAP workshops were provided copies of the instrument and instructed on survey implementation. Participants in the workshops were asked to fill out the survey and return the completed form before they departed.

The facilitators were instructed to answer questions and assist participants with the completion of the instrument. Having the ADE facilitators present to assist participants with the task increased the estimated response rate across all of the workshops was 75 percent.

Unfortunately, an exact count of participants in each workshop was not available. The response rate estimates used here was developed from interviews with ADE workshop facilitators.

Fifth, after the survey instruments were administered to the target groups, the completed instruments were processed. With the exception of the *ASAP Liaison Questionnaire*, all of the completed survey instruments were numbered sequentially before being entered into the R&D computer systems.

This provided a unique number for each survey and served as the primary record locator once the computerized databases were developed. By utilizing this number, errors in data input or questions regarding specific responses could be tracked easily back to the original survey instrument.

After the surveys were numbered, response codes indicating the answer to each survey question were placed in the right hand margin of the survey form. The response codes were denoted in red ink so that they would stand out at time of input. This helped to reduce data input errors and to make it easier for support staff to keep track of their progress. Prior to inputting the actual survey data, R&D researchers created preformatted data input forms to assist support staff with entering the information. These forms matched the order, format and type of questions on the original survey forms.

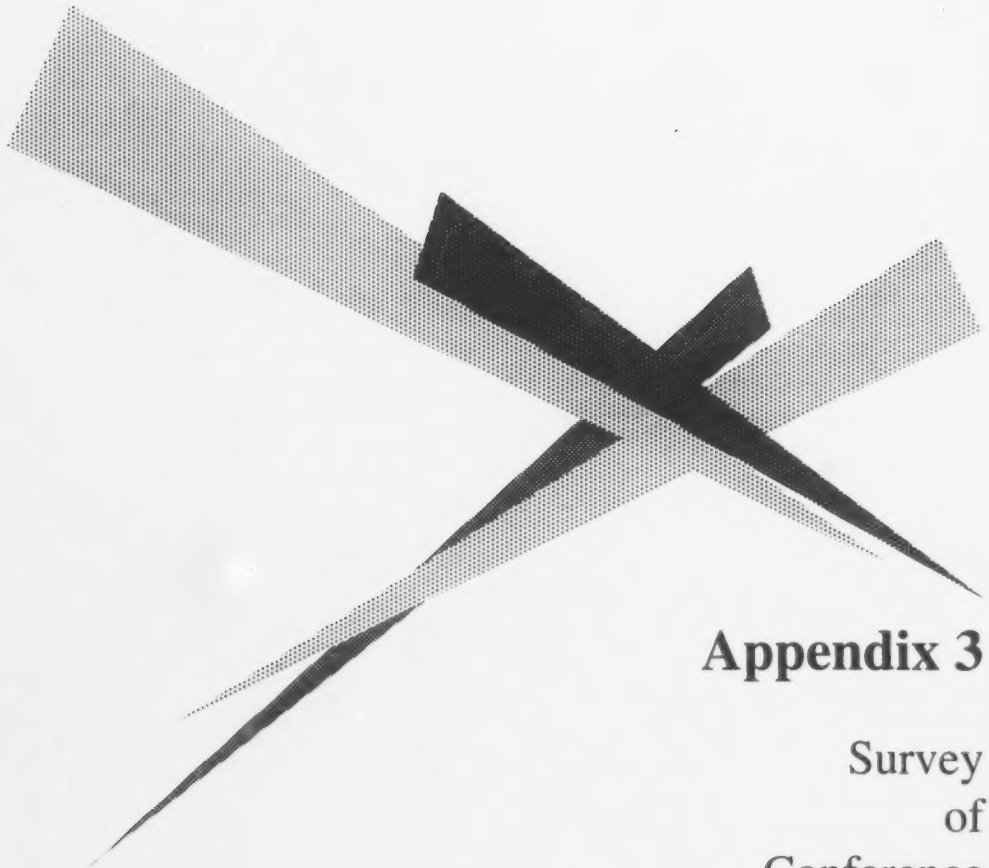
Extensive cross-checking helped to minimize data entry errors and to highlight any problem responses.

Along with the response codes noted directly on survey instruments, these predefined input forms improved the speed and efficiency of the data input process and helped minimize the error rates associated with processing the instruments.

All of the statistical analysis for this project was performed within the Statistical Package for the Social Sciences (SPSS) software application program. Prior to developing any of the databases, R&D staff developed and tested the SPSS system files and programming logic using fabricated data for each instrument.

In addition, output formats also were developed and tested to ensure that the information required from each instrument was properly presented. After the data for each survey had been computerized, frequency tables were run on every variable to check for data entry errors or suspicious responses.

R&D staff were able to investigate all problem data points by use of the record locator number assigned to both the completed survey instrument and its corresponding computer record. This cross-checking activity helped to minimize data entry errors and to highlight any problem responses. Finally, all of the calculations and data utilized in the evaluation report were double-checked for accuracy and consistency prior to publication.



Appendix 3

Survey
of
Conference
Effectiveness

ARIZONA DEPARTMENT OF EDUCATION
Research & Development Division
1535 W. Jefferson
Phoenix, Arizona 85007

SURVEY OF CONFERENCE EFFECTIVENESS

– Arizona Student Assessment Program –

Purpose: ASAP conferences were scheduled for Fall 1990 and Spring 1991. This survey examines assistance given to K–12 educators in the local design, implementation and maintenance of the Arizona Student Assessment Program (ASAP).

Your responses to the following questionnaire will assist the Arizona Department of Education (ADE) in evaluating the effectiveness of the ASAP conferences. The results of this evaluation will help ADE determine the type and amount of assistance to be provided in the future.

Organization: This questionnaire is comprised of three parts. Part 1 requests information on respondent demographics including educational attainment and basic job descriptors. Part 2 asks for feedback on the delivery of today's ASAP conference. Finally, if you were in attendance, Part 3 requests feedback on the Fall 1990 ASAP conference which initially introduced the Arizona Student Assessment Program.

Each person participating in today's conference on the implementation of the Arizona Student Assessment Program should complete this survey.

Please begin by answering questions which help distinguish you in terms of personal and professional characteristics.

Note that *personally-identifiable* information such as your name or social security number is not requested.

You are encouraged to respond in an open and frank manner. Completion of this questionnaire is expected to take 7 minutes.

1. Today's date: _____
2. District of employment: _____
3. Location of this training session: _____

– Part 1 –
Respondent Demographics

A. Participant Characteristics

1. Please indicate your gender. Check (✔) one: ❑ Female ❑ Male

2. What is your race/ethnicity? Check (✔) one:
   - ❑ Asian/Pacific Islander
   - ❑ Black
   - ❑ Hispanic
   - ❑ Native American/Alaskan Native
   - ❑ White

B. Educational Attainment

3. What is your highest level of educational attainment? Please check (✔) one:
   - ❑ High School Diploma
   - ❑ Associate Degree
   - ❑ Bachelor's Degree
   - ❑ Master's Degree
   - ❑ Doctorate
   - ❑ Post-doctoral Study
   - ❑ Other (Please specify): _____

4. Did you receive your highest degree in a field related to education, such as Elementary or Secondary Education or Master's in Public School Administration? Check (✔) one:
   ❑ Yes ❑ No

C. Job Descriptors

5. What is your primary job classification at this time? Please check (✔) one:
   - ❑ Administrator
   - ❑ School Principal/Assistant Principal
   - ❑ Classroom Teacher
   - ❑ Librarian
   - ❑ Teacher Aide
   - ❑ Counselor or Other Pupil Services Staff
   - ❑ Other (Please specify): _____

6. How long have you worked at your present position? Check (✔) one:
   - ❑ Less than one year
   - ❑ Five years, but less than 10
   - ❑ One year, but less than 3
   - ❑ Ten years, but less than 15
   - ❑ Three years, but less than 5
   - ❑ Fifteen or more years

7. Are you a member of a site-based school improvement team? Check (✔) one:
   ❑ Yes ❑ No

8. Do you participate in the planning of school-wide improvements at either the district or local level? Check (✔) one:
   ❑ Yes ❑ No

– Part 2 –
Delivery of Today's ASAP Training

In parts 2 and 3 you are asked for your impressions of the assistance you have been given. You are to code your responses to certain qualitative statements being made on the pages which follow. This portion of the questionnaire asks for the level of your agreement or disagreement with these statements.

Circle the number which best describes your response based upon the range provided:

(SA) Strongly Agree	(A) Agree	(D) Disagree	(SD) Strongly Disagree
1	2	3	4

A. Facilitators (ADE Staff Assisting with Conference Sessions)	SA	A	D	SD
1. Facilitators were well prepared to conduct this session.	1	2	3	4
2. The goals and objectives of today's session were clearly communicated.	1	2	3	4
3. Answers to the questions that were asked in both the small group sessions and conference wrap-up helped me to better understand issues that were unclear.	1	2	3	4
4. Facilitators did a good job of supporting and coordinating the activities and discussions in the small group sessions.	1	2	3	4
5. My understanding of ASAP, the goals and objectives of the program, and my responsibilities in terms of future tasks have been enhanced as a result of the facilitators' efforts.	1	2	3	4

B. Handouts and Presentation Materials	SA	A	D	SD
6. The handouts and presentation materials were clearly written and useful in helping me to understand the tasks I am expected to accomplish in the future.	1	2	3	4
7. These materials will be useful as reference tools for implementing ASAP activities.	1	2	3	4
8. These materials will be useful in informing others in my district/school about ASAP activities.	1	2	3	4

C. Small Group Sessions	SA	A	D	SD
9. The "hands-on" tasks performed in the small group sessions enhanced my ability to understand and plan for ASAP activities in my district.	1	2	3	4
10. My small group session provided an opportunity for me to clarify issues and answered questions I had on ASAP tasks and activities.	1	2	3	4
11. My small group session was conducive to open discussions and problem-solving with other participants and the facilitator on ASAP tasks and activities.	1	2	3	4
12. My small group session utilized an effective format ("hands-on" tasks and discussions) which enabled me to acquire needed skills and understand the information presented.	1	2	3	4

SAMPLE

Part 2 (Continued)

D. Conference (Overall)	SA	A	D	SD
13. The conference was well organized.	1	2	3	4
14. Attending the conference increased my understanding of ASAP goals and objectives in preparation for future ASAP activities in my district/school.	1	2	3	4
15. The format of the conference provided an effective environment for learning more about ASAP and clarifying difficult issues.	1	2	3	4

SAMPLE

– Part 3 –
October 1990 ASAP Conference

Did you attend the October 1990 ASAP Conference? Check (✓) one: ❑ Yes ❑ No

If you answered "yes" to this question, please respond to the following statements. If you answered "no," you have completed this evaluation. Please give your completed questionnaire to a facilitator prior to leaving the conference site.

Fall ASAP Conference	SA	A	D	SD
1. The Fall 1990 ASAP Conference provided a clear description of the goals and objectives of the new Arizona Student Assessment Program.	1	2	3	4
2. The Fall 1990 ASAP Conference clearly described the tasks and efforts districts will be required to perform in implementing the new program.	1	2	3	4
3. Facilitators/presenters at the Fall 1990 ASAP Conference answered most of my questions concerning the new program.	1	2	3	4
4. As a result the the Fall 1990 ASAP Conference, I clearly understood how the new assessment of students differs from current methods used in Arizona.	1	2	3	4
5. The Fall 1990 ASAP Conference was very useful in preparing me for today's regional meeting on implementing the new Arizona Student Assessment Program.	1	2	3	4

Descriptive Statistics

Part 1. Respondent Demographics (N=388)

A. Participant Characteristics

1. Please indicate your gender.

	Response	Percent
Female	232	61.2
Male	147	38.8
Unusable/No Response	9	
Total	388	

2. What is your race/ethnicity?

	Response	Percent
Asian/Pacific Islander	4	1.1
Black	2	0.5
Hispanic	21	5.6
Native American/ Alaskan Native	9	2.4
White	342	90.5
Unusable/No Response	10	
Total	388	

B. Educational Attainment

3. What is your highest level of educational attainment?

	Response	Percent
High School Diploma	3	0.8
Associate Degree	0	0.0
Bachelor's Degree	91	23.8
Master's Degree	233	60.8
Doctorate	32	8.4
Post-Doctoral Study	6	1.6
Other	18	4.7
Unusable/No Response	5	
Total	388	

4. Did you receive your highest degree in a field related to education, such as elementary or Secondary Education or Master's in Public School Administration?

	Response	Percent
Yes	331	88.3
No	44	11.7
Unusable/No Response	13	
Total	388	

Descriptive Statistics

Part 1. Respondent Demographics (N=388) (continued)

C. Job Descriptors

5. What is your primary job classification at this time?

	Response	Percent
Administrator	103	27.4
School Principal/Asst. Principal	54	14.4
Classroom Teacher	167	44.4
Librarian	5	1.3
Teacher Aide	2	0.5
Counselor or Other Pupil Services Staff	12	3.2
Other	33	8.8
Unusable/No Response	12	
Total	388	

6. How long nave you worked at your present position?

	Response	Percent
Less than 1 year	52	13.4
1 year, but less than 3	82	21.1
3 years, but less than 5	56	14.4
5 years, but less than 10	85	21.9
10 years, but less than 15	47	12.1
15 or more years	66	17
Total	388	

7. Are you a member of a site-based school improvement team?

	Response	Percent
Yes	166	43.3
No	217	56.7
Unusable/No Response	5	
Total	388	

8. Do you participate in the planning of school-wide improvements at either the district or local level?

	Response	Percent
Yes	339	88.5
No	44	11.5
Unusable/No Response	5	
Total	388	

Descriptive Statistics

Part 2. Delivery of Today's ASAP Training

	Strongly Agree		Agree		Strongly Disagree		Disagree	
	#	%	#	%	#	%	#	%
A. Facilitators (ADE Staff Assisting with Conference Sessions)								
1. Facilitators were well prepared to conduct this session.	161	42.7%	188	49.9%	024	6.4%	4	1.1%
2. The goals and objectives of today's session were clearly communicated.	130	34.6%	213	56.6%	24	6.4%	9	2.4%
3. Answers to the questions that were asked in both the small group sessions and conference wrap-up helped me to better understand issues that were unclear.	108	28.7%	211	56.1%	48	12.8%	9	2.4%
4. Facilitators did a good job of supporting and coordinating the activities and discussions in the small group sessions.	129	34.6%	195	52.3%	44	11.8%	5	1.3%
5. My understanding of ASAP, the goals and objectives of the program, and my responsibilities in terms of future tasks have been enhanced as a result of the facilitator's efforts.	119	31.3%	217	57.1%	37	9.7%	7	1.8%
B. Handouts and Presentation Materials								
6. The handouts and presentation materials were clearly written and useful in helping me to understand the tasks I am expected to accomplish in the future.	163	42.9%	196	51.6%	19	5.0%	2	0.5%
7. These materials will be useful as reference materials for implementing ASAP activities.	170	44.9%	185	48.8%	22	5.8%	2	0.5%
8. These materials will be useful in informing others in my district/school about ASAP activities.	149	39.7%	195	52.0%	28	7.5%	3	0.8%

Descriptive Statistics

Part 2. Delivery of Today's ASAP Training (continued)

	Strongly Agree		Agree		Strongly Disagree		Disagree	
	#	%	#	%	#	%	#	%
C. Small Group Sessions								
9. The "hands-on" tasks performed in the small group sessions enhanced my ability to understand and plan for ASAP activities in my district.	119	32.2%	193	52.3%	49	13.3%	8	2.2%
10. My small group session provided an opportunity for me to clarify issues and answered questions I had on ASAP tasks and activities.	104	28.3%	211	57.5%	50	13.6%	2	0.5%
11. My small group session was conducive to open discussions and problem-solving with other participants and the facilitator on ASAP tasks and activities.	129	34.6%	207	55.5%	35	9.4%	2	0.5%
12. My small group sessions utilized an effective format ("hands-on" tasks and discussions) which enabled me to acquire needed skills and understand the information presented.	100	27.0%	212	57.3%	53	14.3%	5	1.4%
D. Conference (Overall)								
13. The conference was well organized.	135	36.1%	205	54.8%	31	8.3%	3	0.8%
14. Attending the conference increased my understanding of ASAP goals and objectives in preparation for future ASAP activities in my district/school.	136	36.2%	199	52.9%	39	10.4%	2	0.5%
15. The format of the conference provided an effective environment for learning more about ASAP and clarifying difficult issues.	106	28.6%	216	58.4%	39	10.5%	9	2.4%

Descriptive Statistics

Part 3. October 1990 ASAP Conference

Did you attend the October 1990 ASAP Conference?

	Response	Percent
Yes	211	62.8
No	125	37.2
Unusable/No Response	52	
Total	388	

If you answered "Yes" to this question, please respond to the following statements.

	Strongly Agree		Agree		Strongly Disagree		Disagree	
	#	%	#	%	#	%	#	%
Fall ASAP Conference								
1. The Fall 1990 ASAP Conference provided a clear description of the goals and objectives of the new Arizona Student Assessment Program.	65	27.1%	134	55.8%	36	15.0%	5	2.1%
2. The Fall 1990 ASAP Conference clearly described the tasks and efforts districts will be required to perform in implementing the new program.	44	18.5%	130	54.6%	59	24.8%	5	2.1%
3. Facilitators/presenters at the Fall 1990 ASAP Conference answered most of my questions concerning the new program.	41	17.4%	125	53.2%	56	23.8%	13	5.5%
4. As a result of the Fall 1990 ASAP Conference, I clearly understood how the new assessment of students differs from the current methods used in Arizona.	73	30.7%	131	55.0%	27	11.3%	7	2.9%
5. The Fall 1990 ASAP Conference was very useful in preparing me for today's regional meeting on implementing the new Arizona Student Assessment Program.	71	30.0%	124	52.3%	36	15.2%	6	2.5%

Summary of Statistical Findings

Part 1. Respondent Demographics

- 60 percent female
- 90 percent white
- Educational Attainment:

  74 percent hold a bachelor's or master's degree
  10 percent hold Doctorates

- 88 percent hold a degree in an education-related field
- Primary Job Classification:

  44 percent Classroom Teachers
  27 percent Administrators
  14 percent School Principals

- Years in Current Position:

  13 percent less than 1 year
  36 percent 1 to 5 years
  22 percent between 5 and 10 years
  29 percent more than 10 years

- Involvement in Site-based/School-wide Improvement Activities:

  57 percent are NOT part of a site-based school improvement team
  89 percent DO participate in school-wide improvement activities

- Fall 1990 ASAP Conference Attendance:

  63 percent also attended the Fall 1990 ASAP Conference

SC

Summary of Statistical Findings

Part 2. Delivery of Today's ASAP Training

A. Facilitators (ADE Staff Assisting with Conference Sessions)

(Survey Questions: Part 2.A1 - A5)

Domain: Questions focused on the facilitator's preparedness to conduct the workshop, facilitating discussions, answering participant questions and the general impression that they helped increase understanding of ASAP.

	Agree/Disagree	Strongly Agree/Disagree	Combined
Positive	54.4%	34.4%	88.8%
Negative	9.4%	1.8%	11.2%

B. Handouts and Presentation Materials

(Survey Questions: Part 2.B6 - B8)

Domain: Questions focused on the usefulness of handouts and presentation materials as tools supporting district ASAP activities.

	Agree/Disagree	Strongly Agree/Disagree	Combined
Positive	50.8%	42.5%	93.3%
Negative	6.1%	0.6%	6.7%

C. Small Group Sessions

(Survey Questions: Part 2.C9 - C12)

Domain: Questions focused on activities and format of the small group sessions including the usefulness of *hands-on* tasks and the opportunity to clarify issues and engage in dialogue about ASAP.

	Agree/Disagree	Strongly Agree/Disagree	Combined
Positive	55.7%	30.5%	86.2%
Negative	12.7%	1.1%	13.8%

Summary of Statistical Findings

Part 2. Delivery of Today's ASAP Training (continued)

D. Workshop (Overall)
(Survey Questions: Part 2.D13 - D15)

Domain: Questions focused on how well the workshops were organized, the suitability of the format used to present and discuss ASAP issues and the workshop's usefulness in increasing understanding of ASAP goals, objectives and future district activities.

	Agree/Disagree	Strongly Agree/Disagree	Combined
Positive	55.4%	33.6%	89.0%
Negative	9.7%	1.2%	10.9%

Summary of Statistical Findings

Part 3. October 1990 ASAP Conference

A. ASAP Information
(Survey Questions: Part 3.1, 3.2, 3.4)

Domain: Questions focused on how effectively the fall 1990 ASAP Conference provided a clear understanding of ASAP activities including goals and objectives, the tasks required by districts to implement the program and how ASAP departs from the traditional system of assessing student performance.

	Strongly Agree/Disagree	Agree/Disagree	Combined
Positive	55.1%	25.4%	80.5%
Negative	17.0%	2.4%	19.4%

B. Facilitators
(Survey Questions: Part 3.3)

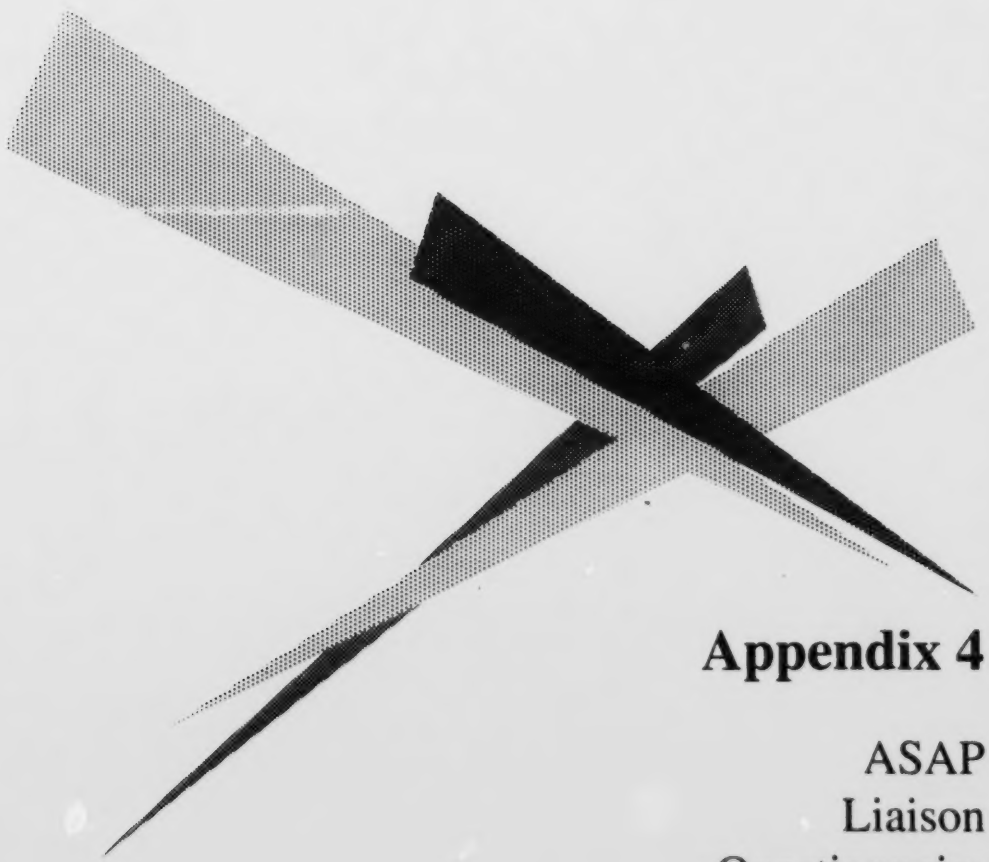
Domain: Question focused on the ability of the facilitator to answer questions on ASAP.

	Agree/Disagree	Strongly Agree/Disagree	Combined
Positive	53.2%	17.4%	70.6%
Negative	23.8%	5.5%	29.3%

C. Preparation for Spring 1990 Regional Workshops
(Survey Questions: Part 3.5)

Domain: Question focused on the usefulness of the Fall 1990 ASAP Conference to prepare districts for the spring 1991 regional workshops.

	Agree/Disagree	Strongly Agree/Disagree	Combined
Positive	52.3%	30.0%	82.3%
Negative	15.2%	2.5%	17.7%



Appendix 4

ASAP
Liaison
Questionnaire

ARIZONA DEPARTMENT OF EDUCATION
Research & Development Division
1535 W. Jefferson
Phoenix, Arizona 85007

LIAISON QUESTIONNAIRE

– Arizona Student Assessment Program –

SAMPLE

A. Overall ASAP Training and Development

1. What do you feel your "role" is in the ASAP Program?

   Context Extensions: *Within the ADE organization?*
   Within the SEA/LEA relationship?

Response: _____

2. Let's talk about the *process of learning* that you went through when first assigned to ASAP activities.
   - Was the process clearly laid out and followed?
   - Did you have a sense of what you needed to learn and how long it would take to learn it?

   Context Extensions: *Organization?*
   Clearly defined agenda?
   Goals and objectives?
   Principle format of inservice sessions?
   Outside consultants?

   Discussion: *Format of the staff development process, June 1990 - November 1990, prior to fall conference?*

Response: _____

3. Did the preparation/training you received on the ASAP program adequately prepare you for the actual activities you have been performing?

   Context Extensions: *Preparation for fall and spring conferences?*
   Questions from districts?
   Had a clear vision of what ASAP is and how it impacts districts/state?
   How ASAP compares/differs from current assessment process?
   Quality of instruction/learning process?

Response: _____

4. How much input did you have in the development of the ASAP program? Were you involved in any planning sessions or review of materials/assessments or consulted about strategic directions?

   Context Extensions: *Degree of group effort vs. purely support position?*
   Sense of belonging/ownership to the ASAP effort?
   Responsibility for success/failure?
   Role/influence of ASAP Director and Associate Superintendents for ASAP Development?

Response: _____

B. Spring 1991 Regional Workshops

1. What was your *role* in the regional workshops?

   Context Extensions: Your personal perspective—
   As an ADE staff person?
   As curriculum specialist?
   As a facilitator of small group discussions?
   As a presenter?

Response: _____

2. Overall, do you feel you were well prepared to conduct the training workshops at the regional conferences?

   Discussion: *Preparation for ADE staff development sessions and inservice training by ASAP staff ?*

Response: _____

3. Before the workshops, did you have a clear sense of what your responsibilities would be?

   Context Extensions: *Goals and objectives of the workshop?*
   Your personal goals and objectives?
   What were the goals and objectives of the workshops?

Response: _____

4. Did you feel that you were successful in communicating the primary goals and objectives of the workshop to participants?

Response: _____

5. Did you feel that you were successful in meeting these goals and objectives including those you set for yourself?

Response: _____

6. Do you think that the participants left the workshops with a clear understanding of the purpose and activities of ASAP?

Response: _____

7. Do you feel that the workshops helped to inform districts of their responsibilities under ASAP?

   Discussion: *Clarified issues, encouraged open discussions, exchanged information?*

Response: _____

B. Spring 1991 Regional Workshops (Continued)

8. Did you use handout materials?

Context Extensions: *Do you feel that they were effective training tools?*
Did you have input into their development?
Would they serve as useful reference materials back in the district offices?

Response: _____

9. Did you conduct "hands on" activities in the workshops?

Context Extensions: *Describe the activities/purpose.*
Did you help develop the activities?
Were they effective for what they were intended to teach?

Discussion: *District Assessment Plans, ASAP*

Response: _____

10. Were there a lot of questions and discussions during the workshop?

Context Extensions: *Were they constructive, informative and valuable to the participants?*
Do you feel that you had a good dialogue with the participants?

Response: _____

11. Were you well prepared to answer the questions asked of you by the participants?

Response: _____

12. Would you say that the workshops were well organized?

Response: _____

13. How would you rate the overall success of the workshops (Very High, High, Low, Very Low)?

Response: _____

SAMPLE

C. ASAP Fall 1990 Conference

1. Did you participate in the *planning* of the Fall ASAP 1990 Conference?

   Discussion: *Involvement in the process or involvement in group exchange as tool for ASAP training?*

Response: _____

_____

2. Did you participate in the Fall 1990 ASAP Conference? If Yes, please discuss:

Response: _____

_____

3. What was your role in the fall conference?

   Context Extensions: *As a facilitator of small group discussions?*
   As a presenter of a particular aspect of the ASAP program?
   As a speaker?
   Other?

Response: _____

_____

4. Did you feel that the training you received on ASAP prepared you for your duties at the fall 1990 conference?

Response: _____

_____

5. What do feel were the goals and objectives of the fall conference?

Response: _____

_____

6. Do you feel that the fall 1990 conference was well organized and efficiently run?

Response: _____

_____

7. Do you feel that the fall 1990 conference provided participants with a clear description of the ASAP program and how it differs from previous testing processes?

Response: _____

_____

8. Do you think most participants left with a clear understanding of these differences?

Response: _____

_____

9. Do you feel that the fall 1990 conference provided a clear understanding of what districts would be required to undertake to implement ASAP?

   Discussion: *Comparison with spring regional activities?*
   Introduction to spring/summer ASAP activities?

Response: _____

10. Do you feel that the fall 1990 conference was a success in terms of its original goals and objectives?

Response: _____

Summary of Responses

A. Overall ASAP Training and Development

1. What do you feel your "role" is in the ASAP Program?

Context Extensions: *Within the ADE organization?*
Within the SEA/LEA relationship?

To contribute to the changing nature of instruction upon which ASAP is based. Support development of new teaching methods and learning practices. Encourage and motivate LEAs to support these new teaching and learning methods.

Review form A, B and C and help develop assessments. This is only true for ADE staff that are specific Math, Science, Reading and Writing Specialists. Other staff serve as liaisons to districts on implementing ASAP at the local level. Content-area specialists also help districts with curriculum development issues conforming to ASAP. That is, giving in-service on instructional delivery methods and content issues. ADE ASAP liaisons also helped in the practice scoring sessions and with determining district attitudes on the non-test indictors to be included in the ASAP program.

To provide information about program to the districts. This is a very important role.

To keep schools informed on what the ADE is doing during the ongoing development of the ASAP program.

Two levels of roles: First, the content area specialists helped to develop the three assessments by offering expertise on content and learning strategies in the subject areas. Second, and everyone was involved in this, to help districts understand and implement activities under the ASAP program.

2. Let's talk about the *process of learning* that you went through when first assigned to ASAP activities. Was the process clearly laid out and followed? Did you have a sense of what you needed to learn and how long it would take to learn it?

Context Extensions: *Organization?*
Clearly defined agenda?
Goals and objectives?
Principle format of in-service sessions?
Outside consultants?

Discussion: *Format of the staff development process, June 1990 - November 1990, prior to fall conference?*

The ADE conducted a large number of internal in-services with ASAP staff. Most of the initial sessions were directed by the ADE ASAP director. Most presented very clearly defined goals and were very efficient in providing what ADE staff needed to know.

The in-services involved learning about the basic premises and tenets of ASAP and then reading and discussing among ADE staff the many unanswered questions that still needed to be worked out.

Far West Labs were brought in to help facilitate ADE in-services on two occasions. They guided discussions on defining roles of the ADE liaisons: what the primary purpose was and what they needed to accomplish.

Summary of Responses

2. (continued)

Monthly meetings were held. During these meetings, staff went through all of the essential skills, the assessment scoring process, curriculum alignment, sessions on how to give ASAP presentations, how the rubrics to the assessments were developed, the assessments themselves and the process of developing anchor papers. There were a lot of discussions and questions. We practiced scoring the assessments and discussed differences in results. The entire process was well organized. The structure allayed a lot of fears about the new ASAP program.

The basic organization was very good. There were differences of opinion, but the process got us through and provided answers to most of the questions. Everyone felt strongly about ASAP. Some did not like the "canned" discussions we were expected to learn.

The *process* was not clearly defined—no clear direction nor was there a clearly defined goal. The philosophy of performance-based assessments (PBA) was there but we didn't know how to get there at the beginning. We were all learning. Had to turn to many papers and research to help with the learning process. Relied on a lot of coaching from the ASAP director. This was not necessarily bad in that training on ASAP was both a process of learning and a process of creation.

Learning ASAP was a process. At first, the ASAP director provided the in-services and knowledge about the program. However, each ADE staff person had to spend a lot of time reading and discussing with colleagues about what it was all about.

At the beginning, the process of learning about ASAP was frustrating. It was not well defined. The global context was thought out, but not the details. But this was due the simultaneous implementation and creation of the ASAP program.

The ASAP director provided almost all of the learning materials. ADE staff learned their roles by listening and reading about ASAP and similar programs. Many details were developed as we went along. Goals and objectives were defined/refined as we went along.

3. Did the preparation/training you received on the ASAP program adequately prepare you for the actual activities you have been performing?

Context Extensions: *Preparation for fall and spring conferences?*
Questions from districts?
Had a clear vision of what ASAP is and how it impacts districts / state?
How ASAP compares / differs from current assessment process?
Quality of instruction / learning process?

Yes. ASAP staff grew along with the evolution of the ASAP program.

Yes, very well. I know for some it did not, but for me it worked well. The training gave a good clear understanding of ASAP.

The sessions on assessment scoring were exceptional.

Felt incredibly on my own. Had to constantly go back and talk to director and review research writings to gain new knowledge and new perspectives. However, this was necessary because of the new territory that was being covered.

ASAP moved too fast. It was not well thought through. Districts felt uneasy with the speed of its implementations and timetable. Not being involved in more of the planning aspects, aggravated this feeling. Felt that all of the

Summary of Responses

3. (continued)

information on the ASAP program (status and problems) was not being passed along to the ADE staff and to the districts.

The training materials used by the ADE were also very useful in interacting with the districts. This helped in preparation and knowledge. Peer-to-peer training helped greatly.

The structured in-service sessions were less important than the peer-to-peer interaction.

4. How much input did you have in the development of the ASAP program? Were you involved in any planning sessions or review of materials/assessments or consulted about strategic directions?

Context Extensions: *Degree of group effort vs. purely support position?*
Sense of belonging/ownership to the ASAP effort?
Responsibility for success/failure?
Role/influence of ASAP Director and Associate Superintendents in Development of the ASAP Program?

For the content-area specialists, input to the development of the assessments was important. For others, input into the directions and policies of ASAP was very limited. The ASAP director determined most of the direction with the exception of questions used in the assessments. These were reviewed by the ADE content-area specialists.

None whatsoever. None in PBAs. None in essential skills or the ASAP philosophy. However, some ADE staff did help with the development of the PBAs because it was their area of expertise. Lack of participation is not necessarily bad, however, because a committee process would have killed the whole development of the ASAP. Decisions needed to be made. This has not caused a lack of *ownership* toward the program.

Moderate amount. Participation in meetings and discussions really had an impact. The input from the districts really had an impact as well.

Sometime the ASAP director would say something in big meetings or to districts that had not been told to the ASAP staff yet. We would find it out from the district people. This was embarrassing. It was a communication breakdown.

Ninety percent ADE Administrators, 10 percent ADE staff. This was the balance of input to developing the ASAP program. We had to buy into the vision. We were told the vision instead of being asked about it.

Not much. Directions were always set by the ASAP director. But we needed this type of leadership due to the complexity of the ASAP program. It could not have been done by committee. However, over 3,000 comments were received from the districts on the program.

ADE staff were told they were active participants, but in reality they were not. Suggestions that were not in line with already developed ideas were not acted on.

Initially, there was no input from the ADE staff. However, this has changed considerably because ASAP has changed. At the beginning, leadership was necessary to get things done. Now, ADE staff has considerable input into the program and its actual implementation.

The organizational structure has changed. Before, ASAP was something someone else was developing. Now, ADE staff are collectively involved and there is a lot of information sharing and input.

SUMMARY OF RESPONSES

B. Spring 1991 Regional Workshops

1. What was your *role* in the regional workshops?

Context Extensions: Your personal perspective–
As an ADE staff person?
As curriculum specialist?
As a facilitator of small group discussion?
As a presenter?

Facilitator of small group sessions. District representatives for each ADE ASAP liaison attended regional workshops to learn about and practice preparing the ASAP District Assessment Plan (DAP).

Presenting DAP materials and helping participants work through the examples.

Presenter. Provided updates and information on ASAP activities. Answered questions on curriculum alignment.

Explained how district could use the DAPs in their ASAP planning process.

2. Overall, do you feel you were well prepared to conduct the training workshops at the regional conferences?

Discussion: *Preparation from ADE staff development sessions and in-service training by ASAP staff ?*

No. Workload outside of ASAP duties prevented some of the ADE staff from preparing adequately for these sessions. However, the feeling was that they were generally well prepared for ASAP duties.

Yes, generally well prepared to conduct the workshop.

Didn't feel well prepared psychologically, but the materials helped a lot to get through the sessions. After the meeting was over, I felt very good about it.

For the most part, yes. But this is from the standpoint of professional and personal background, not necessarily from the ADE ASAP in-service training process.

3. Before the workshops, did you have a clear sense of what your responsibilities would be?

Context Extensions: *Goals and objectives of the workshop?*
Your own personal goals and objectives?
What were the goals and objectives of the workshops?

Yes. Responsibilities included assisting districts with the agenda and activities required to work through the major ASAP assessment areas and to match the essential skills lists with the upcoming new assessments. Also, responsibilities included providing the opportunity for districts to discuss ASAP issues and to share experiences.

Summary of Responses

3. (continued)

Yes, the ADE staff had an agenda to work from.

The goals of the regional workshops were carefully scripted by the ASAP director.

4. Did you feel that you were successful at communicating the primary goals and objectives of the workshop to the participants?

Yes. This was helped by having good discussions and answering questions.

Small groups helped ensure that there was good communication.

Yes. Very successful.

5. Did you feel that you were successful at meeting these goals and objectives including those you set for yourself?

All respondents said yes to this question.

6. Do you think that the participants left the workshops with a clear understanding of the purpose and activities of ASAP?

Yes. Our group did. They asked a lot of questions. Some left very confident while some left frustrated that other districts were ahead of them. Mainly, I found that the teachers were in support of ASAP but administration was not. I believe that districts who rely on ITBS scores to score high achievement resist moving to ASAP for fear that they will not be able to show how well they are doing compared to other districts.

Not totally clear, but more so had the workshops not been held. Some of the participants were being exposed to the ASAP program for the first time.

They left with a clearer understanding than when they came, but it wasn't a perfect understanding of ASAP. No one had this.

Most left with a clear sense of what they had to do.

7. Do you feel that the workshops helped to inform districts of their responsibilities under ASAP?

Discussion: *Clarified issues, encouraged open discussions, exchanged information?*

Yes. DAP was an important tool to introduce the districts into how to prepare and plan for implementing many of the ASAP activities.

Yes. The workshops were the start of the DAP process where districts began to plan for implementation of ASAP. There was no negative feedback.

Summary of Responses

7. (continued)

Yes. The DAP gave the districts the information they needed to take back to their local organizations.

8. Did you use handout materials?

Context Extensions: *Do you feel that they were effective training tools?*
Did you have input into their development?
Would they serve as useful reference materials back in the district offices?

All the regional workshops used handout materials designed by the ASAP director.

The handouts were very effective in helping districts work through the conceptualization process in organizing ASAP activities.

The handouts were developed by the ASAP director. Very little input was requested from ADE ASAP staff.

Apart from the DAP worksheets, additional handouts were prepared independent of the original ones provided.

The handouts provided the basic information needed to the participants. They served the purpose very well. The ADE staff did not have any input into the development of the handouts. The handouts would be very useful as reference materials back at the district offices.

The handouts were not as effective as they could have been. There were too many little parts to the worksheets. The worksheets were too fragmented. However, the other handout materials were well done and useful as both learning tools and as reference materials.

Neutral on the effectiveness of the handout materials. The real value of the workshop came from the interaction of participants and the facilitators in exchanging information and answering questions.

The handouts were the exact forms that districts would be using for reporting DAPs back to the ADE.

9. Did you conduct "hands on" activities in the workshops?

Context Extensions: *Describe the activities/purpose.*
Did you help develop the activities?
Were they effective for what they were intended to teach?

Discussion: *District Assessment Plans, ASAP*

Purpose of the hands-on activity was to get the districts thinking about district assessment plans and what they needed to submit to the ADE.

Districts went through a process of placing each of the essential skills in specific grades. This was the essence of the DAP—planning out the sequence of teaching the essential skills according to a developmental or learning process. Discussions were had on when and where to best begin teaching certain essential skills and how to assess student mastery of them.

Summary of Responses

9. (continued)

Yes. The hands-on activities were a central part of the regional workshops and were very effective in exposing the districts to the ASAP planning and implementation process.

The hands-on activities were effective.

No. ASAP staff liaisons did not help develop the hands-on activities. They were provided by the ASAP director. Since the forms used in the hands-on activities were the exact ones that the districts would use to report their DAPs back to the ADE, the activity was very useful in instructing the districts about what was needed to be completed.

The participants knew more about the DAP process as a result of hands-on activity. For this reason it was effective.

10. Were there a lot of questions and discussions during the workshop?

Context Extensions: *Were they constructive, informative and valuable to the participants?*
Do you feel that you had a good dialogue with the participants?

Yes. There were a lot of questions and discussions among the district participants. Most questions were not negative. District were eager to learn what was required under ASAP. The dialogue was very good among district participants.

A lot of questions that were asked could not be answered yet.

No. There were not a lot of questions. However, information sharing through discussion was one of the main strengths of the workshop.

Expected amount of questions. "Need to know" type questions. There was also good dialogue among participants.

11. Were you well prepared to answer the questions asked of you by the participants?

Yes. Generally well prepared to answer most questions. There were some questions that the liaisons could not answer because ASAP had not yet progressed far enough through the process.

12. Would you say that the workshops were well organized?

Yes.

Planning could have been better for the workshops.

13. How would you rate the overall success of the workshops (Very High, High, Low, Very Low)?

Very high. Good. Moderately high. High. Medium. High. Acceptable. High. Very high. High, but not very High. Generally a success.

SUMMARY OF RESPONSES

C. ASAP Fall 1990 Conference

1. Did you participate in the *planning* of the Fall ASAP 1990 Conference?

Discussion: *Involvement in the process or involvement in group exchange as tool for ASAP training?*

Not really. Most of the planning, materials and scripting of sessions was completed by the ASAP director. ADE ASAP staff had little input into the actual development. This is similar to the Spring regional workshops.

Helped with the site selection.

Helped in the planning, facilitator of small group sessions and met with assigned regional districts.

There was top-down involvement.

2. Did you participate in the Fall 1990 ASAP Conference?

Yes. All of the ASAP district liaison staff and ASAP staff participated in the fall conference.

If Yes:

3. What was your role in the fall conference?

Examples: *As a facilitator of small group discussions?*
As a presenter of a particular aspect of the ASAP program?
As a speaker?
Other?

Some staff were facilitators of small group sessions to discuss aspects of the new ASAP program. Others made presentations such as essential skills within math, reading and writing.

Presenter at small group workshop in specific content area.

Facilitator at regional small group sessions. Lead discussions on ASAP issues. Clarified issues.

Presenter at sessions on curriculum alignment.

Small group session on upcoming DAPs.

4. Did you feel that the training you received on ASAP prepared you for your duties at the fall 1990 conference?

Did not feel as well prepared for the fall 1990 conference as with the spring 1991 regional workshops. Spring workshops gave more time to become knowledgeable about ASAP and its many components.

Summary of Responses

4. (continued)

Felt more prepared for the fall conference than the spring regional workshops because the breakout sessions some staff lead concerned their own particular content area specialty.

Did not feel confident going into the fall conference because ASAP had too many unanswered questions at the time.

Yes, felt confident in the information and what was needed to be accomplished.

5. What do feel were the goals and objectives of the fall conference?

Alert districts of their ASAP responsibilities, district assessment plans and provide introduction to the ASAP in general.

To find out what the next steps would be after discussing ASAP with the districts and finding out their degree of involvement.

Introduction to PBA in general and ASAP in particular. Give as much information on ASAP as possible.

Forum to bring together districts and ADE ASAP staff, introduce ASAP and begin planning process, preparations for spring.

Give districts information on ASAP.

Provide direction to districts in planning for ASAP.

6. Do you feel that the fall 1990 conference was well organized and efficiently run?

Not as well as it could have been. Problems occurred when large and small districts were put together in the same discussion groups. The large districts resisted the change to ASAP more than the smaller ones. This caused some friction in the discussions. Overall, the conference presented the essential features of the ASAP program but some of the more detailed small groups sessions could have been better organized.

In general, yes, it was well organized.

Yes, but it didn't meet the needs of everyone because they were at different stages of development.

Yes, definitely.

7. Do you feel that the fall 1990 conference provided participants with a clear description of the ASAP program and how it differs from previous testing processes?

In general, yes. But some participants left not quite sure what the full implications were of the new program.

Yes.

Because some districts had already been involved with ASAP, disparities existed between the districts. This caused some problems. Some were just starting while others were advancing.

Summary of Responses

8. Do you think most participants left with a clear understanding of these differences?

Some did not from the standpoint of the details and implications of implementing ASAP.

The differences were communicated, but they may not have fully grasped them by attending one two-day conference. However, it started the process of inquiry into ASAP.

While not everyone fully understood the differences or what the implications of ASAP were, it was planned that the spring regional workshops would be held to clear up any questions or confusion through use of DAP practice sessions.

Generally, yes.

9. Do you feel that the fall 1990 conference provided a clear understanding of what districts would be required to undertake to implement ASAP?

Discussion: *Comparison with spring regional activities?*
Introduction to spring/summer ASAP activities?

Not completely. This was the role of the spring regional workshops.

No, not clear. The general ideas were given, but explanation and discussion were needed.

10. Do you feel that the fall 1990 conference was a success in terms of its original goals and objectives?

Yes. Rated as Good, but not real good.

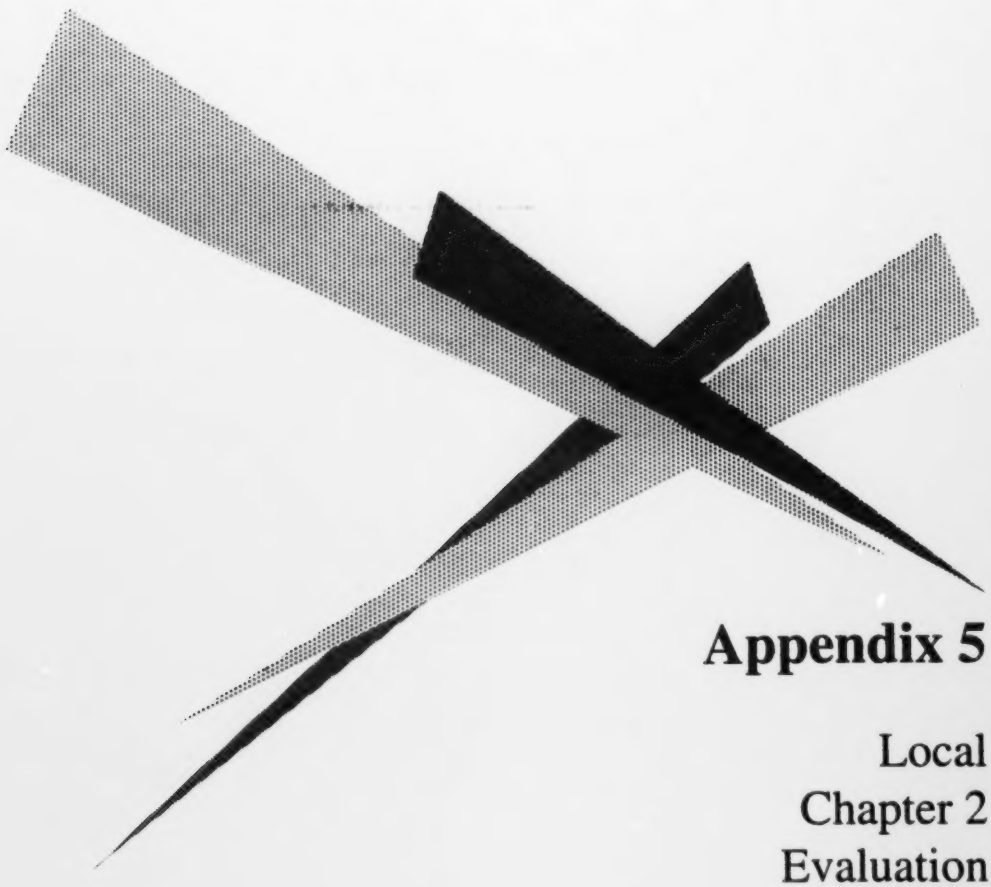
Overall, very good and very successful.

I would rate it high, but not very high.

The conference was of average success for what it intended to accomplish.

It was good for what it was intended for, but not great. There were those who didn't completely understand or agree with the new ASAP and some didn't really comprehend what its implications were.

The conference should receive a "high" rating.



Appendix 5

Local
Chapter 2
Evaluation
Survey

ARIZONA DEPARTMENT OF EDUCATION
Research & Development Division
1535 W. Jefferson
Phoenix, Arizona 85007

LOCAL CHAPTER 2 EVALUATION SURVEY

– District Programs of Training & Professional Development –

Purpose: This survey examines strengths and weaknesses of your district's Training & Professional Development Program. You and other Arizona educators, selected at random, are asked to complete the following questionnaire.

Your responses enable the Arizona Department of Education (ADE) to measure effectiveness of the Chapter 2 Program for the school year 1990-91. The U. S. Department of Education will share survey results with Congress upon publication and submission by ADE.

Organization: The questionnaire consists of three parts. **Part 1** requests information on respondent demographics. **Part 2** asks you to gauge the benefits you derived from the various courses or activities in which you participated. **Part 3** asks for your overall assessment of the district's training program, across all courses or activities you are evaluating today.

NOTE: A separate **Part 2** is to be submitted for each Chapter 2 training activity, up to a maximum of five courses, which you attended during the 1990-91 school year.

Do not complete this survey *unless* you are an administrator; teacher, teacher aide, or other nonclerical staff working in an instructional or support services capacity!

Please begin by answering questions which help distinguish you in terms of personal and professional characteristics. You are encouraged to respond in an open and frank manner. Note that *personally identifiable* information, such as your name or social security number, is not requested.

Completion of this questionnaire should take approximately 14 minutes. Thank you.

---

1. Today's date: _____
2. District of employment: _____

– Part 1 –
Respondent Demographics

Participant Characteristics

1. Please indicate your gender. ❑ a) Female ❑ b) Male
2. What is your race/ethnicity? Check (✔) one: ❑ a) Asian/Pacific Islander ❑ b) Black ❑ c) Hispanic ❑ d) Native American/Alaskan Native ❑ e) White
3. School where you work: _____
   (NOTE: If you usually work at the district's administrative office, indicate "District Office" as your choice. If you are assigned to more than one school, please indicate "Multiple Sites" as your choice.)

Educational Attainment

4. What is your highest level of educational attainment? Please check (✔) one:

❑ a) High School Diploma ❑ d) Master's Degree ❑ f) Post-Doctoral Study
❑ b) Associate Degree ❑ e) Doctorate ❑ g) Other : _____
❑ c) Bachelor's Degree

Job Descriptors

5. What is your primary job classification at this time? You may wish to refer to Appendix A: Definition of Terms in order to assist you in selecting the appropriate response. Check (✔) only one box, a through j:

ADMINISTRATORS

❑ a) Superintendent/ Assistant Superintendent
❑ b) School Principal/ Assistant Principal
❑ c) Governing Board Member
❑ d) Other District Administrators

INSTRUCTIONAL PERSONNEL

❑ e) Certified Teacher *(If choosing this response, please answer questions 9 through 13.)*
❑ f) Teacher Aide *(If choosing this response, please answer questions 9 through 13.)*
❑ g) Other Instructional Staff

NONCLERICAL SUPPOF

❑ h) Librarian
❑ i) Counselor
❑ j) Other *(Including psychologica attendance, health, and other pupil services sta*

6. How long have you worked in your present position? Check (✔) one:

❑ a) Less than one year ❑ c) Three years, but less than 5 ❑ e) Ten years, but less than 1
❑ b) One year, but less than 3 ❑ d) Five years, but less than 10 ❑ f) Fifteen or more years

7. Are you a member of a site-based school improvement team? ❑ a) Yes ❑ b) No

8. Do you participate in the planning or implementation of schoolwide improvements (i.e., the process of curriculum restructuring or other educational reforms) at either the district or local level? ❑ a) Yes ❑ b) No

If you are a classroom teacher or a teacher aide, please complete questions 9 through 13. Other respondents should leave these items unanswered.

9. What is the average number of students per class to whom you provide instruction?
(Teachers and Teacher Aides should total the number of students they work with on a regular school day and divide by the number of classes in order to arrive at an average.)
Average number of students per class: _____

10. Which grade level describes the **majority** of students with whom you interact daily? Check (✔) only one:

❑ a) Preschool ❑ b) Kindergarten ❑ 1 ❑ 2 ❑ 3 ❑ 4 ❑ 5 ❑ 6 ❑ 7 ❑ 8
❑ 9 ❑ 10 ❑ 11 ❑ 12

11. How many years in total have you worked in instruction? Check (✔) one:

❑ a) Less than one year ❑ c) Three years, but less than 5 ❑ e) Ten years, but less than 15
❑ b) One year, but less than 3 ❑ d) Five years, but less than 10 ❑ f) Fifteen or more years

12. In which primary academic/vocational area do you deliver or assist with instruction? Check (✔) one:

❑ a) Preschool – 6 *(all subjects)* ❑ d) Vocational Education ❑ g) Performing and Creative Arts
❑ b) Math and Science ❑ e) Foreign Languages ❑ h) Other (Specify:)
❑ c) Language Arts ❑ f) Humanities _____

13. Are a majority *(50% or more)* of students in any of your classrooms considered to be "at risk?" Check (✔) one:

❑ a) Yes ❑ b) No ❑ c) Unknown

THIS IS THE END OF PART 1. NOW PROCEED TO PART 2.

– Part 2 –

INDIVIDUAL COURSE EVALUATION FORM

Local Chapter 2 Coordinators have researched and identified all Chapter 2 training and staff development activities attended by their staff during the 1990-91 school year. You should possess sufficient copies of **Part 2** in your packet to complete one assessment for each of a **total** of five (5) courses or training activities identified.

Part 2 is a course-by-course overview of the professional and educational benefits you derived from various training or staff development activities. As respondents who understand assessment techniques, your perceptions are critical! **All** questions are to be answered, unless otherwise indicated. Thank you again for your help!

Course Title — Course #1

1. What is the Course Title which best describes the training or staff development activity you attended? Use Appendix B: Listing of Courses and Training Components in completing this question.

   If you are unable to find a reasonable match to your Descriptive Course Title, please supply an **alternate**.

   Descriptive Course Title: _____ _____
   (From Appendix B) (Course No.)

   Alternate Title You Chose: _____

2. If you were required to identify an alternate Course Title, please assist us in classifying its general content area from the listing below. Check (✔) only one box:

   ❑ a) Instructional Delivery ❑ e) Performance Assessment ❑ i) Schoolwide Improvements
   ❑ b) Academic Education ❑ f) Staff Effectiveness Training ❑ j) School Environment
   ❑ c) Pupil Motivation ❑ g) Instructional Leadership ❑ k) Parental Involvement
   ❑ d) Behavioral Modification ❑ h) Curricular Services ❑ l) Other : _____

Course Purpose, Focus, Format, and Accommodations

In answering questions 3 through 7, you may wish to refer to Appendix A: Definition of Terms to assist you in selecting the correct response. Check (✔) only one box per question.

3. Which of the following categories best describes the **purpose** of the training course you attended?

   ❑ a) Employee Orientation ❑ c) Inservice Training ❑ e) Staff Development
   ❑ b) Preservice Training ❑ d) Retraining

4. Which of these categories best describes the **focus** of the training course you attended?

   ❑ a) Policies & Procedures ❑ d) Administrative Skills Training
   ❑ b) Instructional Practices *(If you have checked Instructional Practices, complete question No. 5 below.)*
   ❑ c) Non-Instructional Methods ❑ e) Supportive Services Skills Training

5. If the primary **focus** was Instructional Practices, check (✔) one box for each of the following inquiries:

   A. Designed to expand my knowledge of curriculum development? ❑ 1) Yes ❑ 2) No ❑ 3) Not sure
   B. Designed to assist me in the effective delivery of instruction? ❑ 1) Yes ❑ 2) No ❑ 3) Not sure
   C. Designed to offer state-of-the-art pupil assessment strategies? ❑ 1) Yes ❑ 2) No ❑ 3) Not sure

6. Which of these categories best describes the training **format** you experienced while attending this course?

   ❑ a) Structured Course Work (Credit or Noncredit) ❑ b) Conference ❑ c) Seminar ❑ d) Workshop

7. Which of the these categories best describes the **accommodations** made for attendance at this course?

   ❑ a) In-house, Local District Trainer ❑ c) Off-site, Requiring In-state Travel
   ❑ b) In-house, Outside Consultant ❑ d) Off-site, Requiring Out-of-state Travel

Statements found as you continue **Part 2** are intended to solicit your impressions of the different courses or activities you attended. You are to code your responses to the various viewpoints being suggested. This portion of the questionnaire asks for the level of your **agreement** or **disagreement** with each statement.

Circle the number which best describes your response based upon the range provided:

(SA) Strongly Agree	(A) Agree	(D) Disagree	(SD) Strongly Disagree
①	②	③	④

8. Instructor and Presentation Materials Effectiveness	SA	A	D	SD
A. Course instructor **or** facilitator (in the case of staff development activities) was well prepared to conduct this training.	1	2	3	4
B. Instructor/facilitator was knowledgeable in his/her understanding of the subject matter presented.	1	2	3	4
C. The handouts and audio/visual aids were very useful in helping me to understand the course.	1	2	3	4
D. These materials will be useful as reference tools for implementing what I have learned and in sharing with my peers the training I received.	1	2	3	4

9. Implementation of Course Content	SA	A	D	SD
A. I have used the skills/knowledge acquired to change my instructional, administrative, or service delivery methods.	1	2	3	4
B. I have used the skills/knowledge acquired to teach new content in the classroom, revise administrative policies, or change pupil services I deliver.	1	2	3	4
C. As a result of this course, I have attempted to improve the attitudes and commitment of students I teach or staff with whom I work.	1	2	3	4

10. Summary of Course Outcomes	SA	A	D	SD
A. Course content exceeded my expectations in terms of quality, relevance to daily routines, and attention to professional needs.	1	2	3	4
B. Attending this course/activity increased my understanding of "nationally recognized" education and administrative models.	1	2	3	4
C. This course improved my ability to either teach specific content areas, perform administrative duties, and/or instruct other educators.	1	2	3	4
D. Skills and knowledge I acquired have improved the motivation and performance of students I teach **or** staff I supervise.	1	2	3	4
E. I feel confident that skills and knowledge I received will result in improved performance for students considered to be "at risk" of failure.	1	2	3	4
F. As a result of my participation in this course, I now have a stronger commitment to teaching, administering, or providing pupil services in the public school system.	1	2	3	4

WHEN YOU HAVE COMPLETED COURSE EVALUATIONS, PROCEED TO PART 3.

– Part 2 –

INDIVIDUAL COURSE EVALUATION FORM

Local Chapter 2 Coordinators have researched and identified all Chapter 2 training and staff development activities attended by their staff during the 1990-91 school year. You should possess sufficient copies of **Part 2** in your packet to complete one assessment for each of a **total** of five (5) courses or training activities identified.

Part 2 is a course-by-course overview of the professional and educational benefits you derived from various training or staff development activities. As respondents who understand assessment techniques, your perceptions are critical! **All** questions are to be answered, unless otherwise indicated. Thank you again for your help!

Course Title — Course #2

1. What is the Course Title which best describes the training or staff development activity you attended? Use Appendix B: Listing of Courses and Training Components in completing this question.

   If you are unable to find a reasonable match to your Descriptive Course Title, please supply an **alternate**.

   Descriptive Course Title: _____ _____
   (From Appendix B) (Course No.)

   Alternate Title You Chose: _____

2. If you were required to identify an alternate Course Title, please assist us in classifying its general content area from the listing below. Check (✔) only one box:

   ❑ a) Instructional Delivery ❑ e) Performance Assessment ❑ i) Schoolwide Improvements
   ❑ b) Academic Education ❑ f) Staff Effectiveness Training ❑ j) School Environment
   ❑ c) Pupil Motivation ❑ g) Instructional Leadership ❑ k) Parental Involvement
   ❑ d) Behavioral Modification ❑ h) Curricular Services ❑ l) Other : _____

Course Purpose, Focus, Format, and Accommodations

In answering questions 3 through 7, you may wish to refer to Appendix A: Definition of Terms to assist you in selecting the correct response. Check (✔) only one box per question.

3. Which of the following categories best describes the **purpose** of the training course you attended?

   ❑ a) Employee Orientation ❑ c) Inservice Training ❑ e) Staff Development
   ❑ b) Preservice Training ❑ d) Retraining

4. Which of these categories best describes the **focus** of the training course you attended?

   ❑ a) Policies & Procedures ❑ d) Administrative Skills Training
   ❑ b) Instructional Practices *(If you have checked Instructional Practices, complete question No. 5 below.)*
   ❑ c) Non-Instructional Methods ❑ e) Supportive Services Skills Training

5. If the primary **focus** was Instructional Practices, check (✔) one box for each of the following inquiries:

   A. Designed to expand my knowledge of curriculum development? ❑ 1) Yes ❑ 2) No ❑ 3) Not sure
   B. Designed to assist me in the effective delivery of instruction? ❑ 1) Yes ❑ 2) No ❑ 3) Not sure
   C. Designed to offer state-of-the-art pupil assessment strategies? ❑ 1) Yes ❑ 2) No ❑ 3) Not sure

6. Which of these categories best describes the training **format** you experienced while attending this course?

   ❑ a) Structured Course Work (Credit or Noncredit) ❑ b) Conference ❑ c) Seminar ❑ d) Workshop

7. Which of the these categories best describes the **accommodations** made for attendance at this course?

   ❑ a) In-house, Local District Trainer ❑ c) Off-site, Requiring In-state Travel
   ❑ b) In-house, Outside Consultant ❑ d) Off-site, Requiring Out-of-state Travel

Statements found as you continue **Part 2** are intended to solicit your impressions of the different courses or activities you attended. You are to code your responses to the various viewpoints being suggested. This portion of the questionnaire asks for the level of your **agreement** or **disagreement** with each statement.

Circle the number which best describes your response based upon the range provided:

(SA) Strongly Agree	(A) Agree	(D) Disagree	(SD) Strongly Disagree
①	②	③	④

8. Instructor and Presentation Materials Effectiveness	SA	A	D	SD
A. Course instructor **or** facilitator (in the case of staff development activities) was well prepared to conduct this training.	1	2	3	4
B. Instructor/facilitator was knowledgeable in his/her understanding of the subject matter presented.	1	2	3	4
C. The handouts and audio/visual aids were very useful in helping me to understand the course.	1	2	3	4
D. These materials will be useful as reference tools for implementing what I have learned and in sharing with my peers the training I received.	1	2	3	4

9. Implementation of Course Content	SA	A	D	SD
A. I have used the skills/knowledge acquired to change my instructional, administrative, or service delivery methods.	1	2	3	4
B. I have used the skills/knowledge acquired to teach new content in the classroom, revise administrative policies, or change pupil services I deliver.	1	2	3	4
C. As a result of this course, I have attempted to improve the attitudes and commitment of students I teach or staff with whom I work.	1	2	3	4

10. Summary of Course Outcomes	SA	A	D	SD
A. Course content exceeded my expectations in terms of quality, relevance to daily routines, and attention to professional needs.	1	2	3	4
B. Attending this course/activity increased my understanding of "nationally recognized" education and administrative models.	1	2	3	4
C. This course improved my ability to either teach specific content areas, perform administrative duties, and/or instruct other educators.	1	2	3	4
D. Skills and knowledge I acquired have improved the motivation and performance of students I teach **or** staff I supervise.	1	2	3	4
E. I feel confident that skills and knowledge I received will result in improved performance for students considered to be "at risk" of failure.	1	2	3	4
F. As a result of my participation in this course, I now have a stronger commitment to teaching, administering, or providing pupil services in the public school system.	1	2	3	4

WHEN YOU HAVE COMPLETED COURSE EVALUATIONS, PROCEED TO PART 3.

– Part 3 –

OVERALL ASSESSMENT OF TRAINING & PROFESSIONAL DEVELOPMENT

Your responses to **Part 3** provide ADE with an assessment, in summary, of your district's Program of Training & Professional Development, across **all** the courses you evaluated in **Part 2.** Please answer all questions!

1. How many Chapter 2-supported courses have you attended during 1990-91 for which you are completing a separate Part 2 survey instrument today?

   Number of Part 2 surveys attached to this questionnaire: _____

2. My primary reasons for participating in the district's Program of Training & Professional Development include my professional need: Please check (✔) one box for each of six statements below.

   A. To acquire effective instructional delivery skills. ❑ 1) Yes ❑ 2) No ❑ 3) I do not work in an instructional capacity.

   B. To improve classroom management and effective recordkeeping skills. ❑ 1) Yes ❑ 2) No ❑ 3) I do not work in an instructional capacity.

   C. To expand my knowledge of academic content directly related to a current position. ❑ 1) Yes ❑ 2) No ❑ 3) I do not work in an instructional capacity.

   D. To learn more about national/local models of continuous pupil assessments. ❑ 1) Yes ❑ 2) No ❑ 3) I do not work in an instructional capacity.

   E. To learn about innovations in the restructuring of curriculum for effective teaching and learning. ❑ 1) Yes ❑ 2) No ❑ 3) I do not work in an instructional capacity.

   F. To provide more quality instruction and/or services to at-risk pupils. ❑ 1) Yes ❑ 2) No ❑ 3) I do not work in an instructional capacity.

The statements below are intended to summarize your **impressions** of the district's training program. Please code your responses to the viewpoints suggested by indicating the level of your **agreement** or **disagreement.**

Circle the number which best describes your response based upon the range provided:

(SA) Strongly Agree	(A) Agree	(D) Disagree	(SD) Strongly Disagree
①	②	③	④

3. LEA's Program of Training & Professional Development	SA	A	D	SD
A. In general, the district's Chapter 2-supported Program of Training & Staff Development offers sufficient opportunities for employee orientation, staff training, and professional development.	1	2	3	4
B. . . . provides sufficient release time to avoid scheduling conflicts.	1	2	3	4
C. . . . offers opportunities to learn policies and procedures.	1	2	3	4
D. . . . offers opportunities to acquire effective instructional practices.	1	2	3	4
E. . . . provides training in non-instructional methods, such as enhanced classroom management strategies.	1	2	3	4
F. . . . provides training in administrative skills enhancement.	1	2	3	4
G. . . . provides training in supportive services skills development.	1	2	3	4
H. . . . offers staff an adequate variety of training formats, such as workshops, seminars, conferences and structured course work.	1	2	3	4

SAMPLE

APPENDIX A

DEFINITION OF TERMS

Definitions for Part 1, Question 5:

Administrator	Administrators include: 1) the superintendent and assistant superintendent; 2) professional staff who are directly supervised by superintendents or their assistants; 3) principals or vice principals who also serve as district administrators; 4) nonclerical staff whose activities fall within the categories of Business and Fiscal Services (i.e., purchasing, payroll, personnel, inventory control, etc.) or Educational Services (i.e., test coordinators, evaluators, planners, special education directors, etc.); and 5) individuals, such as governing board members, who are vested with responsibilities for educational planning and policy making.
Instructional Personnel	Instructional Personnel include: 1) certified **teachers** whose primary responsibilities are considered to be delivery of instruction to pupils within a variety of classroom settings; 2) individuals, such as **teacher aides**, who are employed or volunteer time to assist in the delivery of instruction to pupils; and 3) any other persons who do not have responsibilities as administrators or support services staff and who spend the majority of the school day within classrooms, helping teachers in their delivery of instruction and assisting in intramural activities.
Support Services Staff (nonclerical)	Support Services Staff include: 1) school **librarians**, **counselors**, and others assigned to consult with teachers and parents regarding learning problems, personal or social development, and educational/career choices; 2) staff who provide psychological services and work with educators in meeting the special needs of students; 3) principals and other personnel responsible for **attendance**; 4) professionals who provide medical, dental, nursing and mental health services; and 5) pupil services staff who work to prevent or solve pupil problems at home, in the school, or within the community.

Definition for Part 1, Question 13:

At-Risk Pupil	At-Risk Pupils include individuals who have dropped out of school as well as students who are currently enrolled but have identifiable "at-risk" characteristics, including academic and economic factors that are recognized as increasing the likelihood of their dropping out of the educational system.

Definitions for Part 2, Question 3:

Employee Orientation	Employee orientation is a program of familiarization with the educational mission and organizational goals of the district. It includes: 1) the objectives being pursued by individual schools; 2) academic and vocational programs being offered students; 3) specialized programs being undertaken to solve problems or advance the educational climate of a school; 4) changes in policies and procedures; and, in the case of new employees, information critical to the professional success of the individual. Employee orientation is usually conducted once each year.
Preservice Training	Preservice training covers formal instruction which prepares an employee to assume new duties or, in the case of educational personnel, receive certification or endorsement in particular subject areas or administration. Preservice training may incorporate career concepts associated with these new responsibilities.

Definitions for Part 2, Question 3 (Continued):

Inservice Training	Inservice training covers instruction delivered to staff who are in need of new concepts, content, strategies, or other job-related knowledge in a current position or within a current area of responsibility.
Retraining	Retraining covers instruction delivered to educational staff in areas where training has already occurred but, due to advances in technology or shifting emphases in national programming, is now lacking as the educator attempts to apply content which had been delivered in an earlier period. Retraining includes upgrade training; however, it should not encompass any of the "follow-up" activities associated with the delivery of the initial instruction.
Staff Development	Staff development is the measurable growth of an employee in both general knowledge and aptitudes that relate directly to performance of daily routines and assist that individual in relating to peers and supervisors. Staff development generally does not address the types of training listed above because acquisition of specific concepts, content, strategies, etc. is not its primary goal.

Definitions for Part 2, Question 6:

Conference	A conference is a training format characterized by a multi-disciplinary agenda that permits presentation and analysis of information, as well as formal interchange of views. In general, participants are offered introductory sessions by recognized leaders in their field; breakout sessions which permit the individual to choose topics of particular interest; and panel discussions that encourage questions and trainee participation. Conferences usually publish materials which outline and explain all sessions while providing handouts and detailed information for each session that a participant attends.
Seminar	A seminar is a training format characterized by a group of individuals studying, usually in one major topical area, under the leadership of a professor or trainer with each doing research and all exchanging results, in one or more meetings, through reports and discussions.
Structured Course Work	A structured course is either for credit or is taken noncredit and is pursued at an institution of higher education or in affiliation with a university or college.
Workshop	A workshop is a brief, intensive educational or training program for a relatively small group of individuals engaged in a specialized field or discipline which emphasizes participation in problem-solving efforts designed to reach consensus as to the information and skills being acquired.

APPENDIX B

LISTING OF COURSES AND TRAINING COMPONENTS

Descriptive Course Titles	Course No.
INSTRUCTIONAL DELIVERY:	
Applied Content Enrichment	101
Effective/Innovative Instruction	102
Essential Elements of Instruction	103
Learning, Cooperative . . .	104
Learning, Mastery . . .	105
Instructional Strategies for At-Risk Students	106
Lesson Planning	107
Research &Teaching Practices	108
Thematic Units	109
ACADEMIC EDUCATION:	
Basic Skills Through Music	201
English As A Second Language (ESL)	202
Great Minds - Great Works	203
Health Education	204
Higher Order Skills (Thinking)	205
Math, ABCs of . . .	206
Math, Hands on . . .	207
Reading Across Curriculum	208
Social Studies Integration	209
Special Needs in Language	210
Whole Language	211
Writing Across Curriculum	212
PUPIL MOTIVATION:	
At-Risk Intervention Strategies	301
Assertive Discipline	302
Building Up Kids	304
Counseling Strategies for Teachers	305
Human Effectiveness	306
Leadership - Peer Assisted	307
Leadership - Situational	308
Peer Support/Mentor Training	309
Problem Solving Techniques	310
BEHAVIORAL MODIFICATION:	
Chemical Abuse	401
PERFORMANCE ASSESSMENT:	
Assessment Methodologies/Strategies	501
Advanced Placement	502
Essential Skills Management	503

Descriptive Course Titles	Course No.
STAFF EFFECTIVENESS:	
Academic Content Survey (*Asset*)	601
Arizona's K-3 Academy	602
Career Management	603
Classroom Management	604
Instructional Technology (Computers & Materials)	605
International Reading Association Conference	606
Technology for Librarians and Media Specialists	607
Time Management	608
INSTRUCTIONAL LEADERSHIP & COACHING OF TEACHERS:	
Clinical Supervision	701
Coaching/Evaluation for Administrators	702
Instructional Leadership for Secondary Principals	703
S.T.A.R. (Strategies To Achieve Results)	704
CURRICULAR SERVICES:	
Curriculum Design & Implementation	801
Outcomes-based Education	802
Outcomes-driven Developmental Model	803
SCHOOLWIDE IMPROVEMENTS:	
Effective Schools Research & Implementation	901
Strategic Planning for Improvement	902
Schoolwide Improvement Process	903
SCHOOL ENVIRONMENT:	
Techniques in Safe & Orderly Environment	1001
PARENTAL INVOLVEMENT:	
Community Volunteers	1101

SAMPLE COPY

Descriptive Statistics

Study Group School Districts (N = 43)	Participant Responses
Alhambra Elementary	30
Amphitheater Unified	23
Apache Junction Unified	30
Catalina Foothills Unified	32
Chandler Unified	26
Chino Valley Unified	17
Crane Elementary	12
Creighton Elementary	24
Deer Valley Unified	28
Flagstaff Unified	15
Flowing Wells Unified	32
Ganado Unified	21
Gilbert Unified	19
Glendale Elementary	24
Glendale Union High	30
Indian Oasis-Baboquivari Unified	32
Isaac Elementary	17
Kyrene Elementary	34
Lake Havasu Unified	15
Laveen Elementary	18
Litchfield Elementary	17
Madison Elementary	25
Marana Unified	18
Maricopa Unified	22
Mesa Unified	17
Page Unified	24
Paradise Valley Unified	36
Pendergast Elementary	21
Peoria Unified	20
Phoenix Elementary	12
Phoenix Union High	24
Roosevelt Elementary	23
Scottsdale Unified	26
Sierra Vista Unified	40
Sunnyside Unified	37
Tempe Elementary	15
Tempe Union High	20
Tolleson Union High	18
Tucson Unified	13
Washington Elementary	23
Williams Unified	15
Yuma Elementary	9
Yuma Union High	19
Unusable/No Response	2
Total	975

Descriptive Statistics

The Survey Sample

Universe of Eligible Districts: 43

Number of Participating Districts: 43

Universe of Eligible Staff:	5,819	Instructors	5,139	88.3%
		Administrators	334	5.7%
		Support Services	346	5.9%

Number of Staff in Sample Set: 1,412 (24.2 percent of universe)

	N-Count	Percent of Universe Group	Percent of Sample Group
Instructors	1,212	23.5%	85.8%
Administrators	101	30.2%	7.2%
Support Services	99	28.6%	7.0%

Response Rates			
	District Responses:	43	100.0%
	Individual Responses:	975	68.9%

	Surveys Returned	Response Rate
Instructors	804	66.3%
Administrators	79	78.2%
Support Services	63	62.6%
	945	69.9%
No Identifier	29	-
Total Surveys	975	69.1%

Individual Survey Return Rate: 69.3%

Descriptive Statistics

Part 1. Respondent Demographics (N = 975)

Q1.1 Please indicate your gender.

	Responses	Percent
Female	732	76.7%
Male	222	23.3%
Unusable/No Response	21	
Total	975	

Q1.2 What is your race/ethnicity?

	Responses	Percent
Asian/Pacific Islander	5	0.5%
Black	16	1.7%
Hispanic	53	5.6%
Native American/Alaskan Native	30	3.2%
White	841	89.0%
Unusable/No Response	30	
Total	975	

Q1.3 Not applicable, pertains to respondent's work site.

Q1.4 What is your highest level of educational attainment?

	Responses	Percent
High School Diploma	24	2.5%
Associate Degree	5	0.5%
Bachelor's Degree	444	46.8%
Master's Degree	434	45.8%
Doctorate	24	2.5%
Post-Doctoral Study	8	0.8%
Other	9	0.9%
Unusable/No Response	27	
Total	975	

DESCRIPTIVE STATISTICS

Part 1. Respondent Demographics (continued)

Q1.5 What is your primary job classification at this time?

	Responses	Percent
Superintendent/Asst. Superintendent	12	1.3%
Principal/Asst. Principal	48	5.1%
Governing Board Member	1	0.1%
Other District Administrator	19	2.0%
Certified Teacher	774	81.8%
Teacher Aide	18	1.9%
Other Instructional Staff	12	1.3%
Librarian	26	2.7%
Counselor	17	1.8%
Other	19	2.0%
Unusable/No Response	29	
Total	975	

Q1.6 How long have you worked in your present position?

	Responses	Percent
Less than 1 year	26	3.2%
1 year, but less than 3	196	24.1%
3 years, but less than 5	143	17.6%
5 years, but less than 10	182	22.4%
10 years, but less than 15	109	13.4%
15 or more years	158	19.4%
Unusable/No Response	161	
Total	975	

Q1.7 Are you a member of a site-based school improvement team?

	Yes	No	Unusable/ No Response	Total
Responses:	299	486	190	975
Percent:	38.1%	61.9%		

DESCRIPTIVE STATISTICS

Part 1. Respondent Demographics (continued)

Q1.8 Do you participate in the planning or implementation of schoolwide improvements (i.e., the process of curriculum restructuring or other educational reforms) at either the district or local level?

	Yes	No	Unusable/ No Response	Total
Responses:	551	228	196	975
Percent:	70.7%	29.3%		

Note: Questions 1.9 - 1.13 pertain only to classroom teachers or teacher aides.

Q1.9 What is the average number of students per class to whom you provide instruction?

Min.	Max.	Mean	Std. Dev.	Total Responses
2.0	50.0	25.1	6.8	766

Q1.10 Which grade level describes the **majority** of students with whom you interact daily?

	Responses	Percent
1	70	9.6%
2	78	10.7%
3	78	10.7%
4	79	10.9%
5	59	8.1%
6	45	6.2%
7	53	7.3%
8	42	5.8%
9	49	6.7%
10	64	8.8%
11	44	6.1%
12	16	2.2%
Preschool	5	0.7%
Kindergarten	44	6.1%
Unusable/No Response	249	
Total	975	

DESCRIPTIVE STATISTICS

Part 1. Respondent Demographics (continued)

Q1.11 How many years total have you worked in instruction?

	Responses	Percent
Less than 1 year	3	0.4%
1 year, but less than 3	73	9.3%
3 years, but less than 5	87	11.1%
5 years, but less than 10	165	21.0%
10 years, but less than 15	159	20.2%
15 or more years	299	38.0%
Unusable/No Response	189	
Total	975	

Q1.12 In which primary academic/vocational area do you deliver or assist with instruction?

	Responses	Percent
Preschool - Grade 6 (all subjects)	351	45.2%
Math and Science	97	12.5%
Language Arts	110	14.2%
Vocational Education	36	4.6%
Foreign Languages	9	1.2%
Humanities	20	2.6%
Performing and Creative Arts	31	4.0%
Other	123	15.8%
Unusable/No Response	198	
Total	975	

Q1.13 Are a majority (**50% or more**) of students in any of your classrooms considered to be "at risl

	Yes	No	Unknown	Unusable/ No Response	Total
Responses:	263	412	100	200	975
Percent:	33.9%	53.2%	12.9%		

Descriptive Statistics

Part 2. Individual Course Evaluations

Q2.1 What is the Course Title which best describes the training or staff development activity you attended? Use *Appendix B. Listing of Courses and Training Components* in completing this question.

If you are unable to find a reasonable match to your Descriptive Course Title, please supply an **alternate**.

Descriptive Course Title	Total Responses	Cumulative Percent
Instructional Delivery		
Applied Content Enrichment	21	2.1%
Effective/Innovative Instruction	38	3.7%
Essential Elements of Instruction	121	11.9%
Learning, Cooperative...	101	9.9%
Learning, Mastery...	32	3.1%
Instructional Strategies for At-Risk Students	12	1.2%
Lesson Planning	4	0.4%
Research & Teaching Practices	11	1.1%
Thematic Units	20	2.0%
Academic Education		
Basic Skills Through Music	2	0.2%
English as a Second Language (ESL)	61	6.0%
Great Minds—Great Works	10	1.0%
Health Education	2	0.2%
Higher Order Skills (Thinking)	31	3.0%
Math, ABCs of...	1	0.1%
Math, Hands on...	30	2.9%
Reading Across Curriculum	11	1.1%
Social Studies Integration	7	0.7%
Special Needs in Language	6	0.6%
Whole Language	24	2.4%
Writing Across Curriculum	60	5.9%
Pupil Motivation		
At-Risk Intervention Strategies	25	2.4%
Assertive Discipline	8	0.8%
Building Up Kids	29	2.8%
Counseling Strategies for Teachers	8	0.8%
Human Effectiveness	24	2.4%
Leadership—Situational	4	0.4%
Peer Support/Mentor Training	4	0.4%
Problem-Solving Techniques	3	0.3%
Behavioral Modification		
Chemical Abuse	22	2.2%

Descriptive Statistics

Part 2. Individual Course Evaluations (continued)

Q2.1 What is the Course Title which best describes the training or staff development activity attended? (continued)

Performance Assessment		
Assessment Methodologies/Strategies	31	3.0%
Essential Skills Management	8	0.8%
Staff Effectiveness		
Academic Content Survey (Asset)	1	0.1%
Arizona's K-3 Academy	4	0.4%
Career Management	10	1.0%
Classroom Management	30	2.9%
Instructional Technology (Computers & Materials)	32	3.1%
International Reading Association Conference	1	0.1%
Technology for Librarians and Media Specialists	2	0.2%
Time Management	3	0.3%
Instructional Leadership & Coaching of Teachers		
Clinical Supervision	19	1.9%
Coaching/Evaluation for Administrators	3	0.3%
Instructional Leadership for Secondary Principals	2	0.2%
Curricular Services		
Curriculum Design & Implementation	41	4.0%
Outcomes-based Education	4	0.4%
Schoolwide Improvements		
Effective Schools Research & Implementation	35	3.4%
Strategic Planning for Improvement	18	1.8%
Schoolwide Improvement Process	40	3.9%
School Environment		
Techniques in Safe & Orderly Environment	4	0.4%
Unusable/No Response	691	
Total	1,711	

DESCRIPTIVE STATISTICS

Part 2. Individual Course Evaluations (continued)

Q2.2 If you were required to identify an alternate Course Title, please assist us in classifying its general content area from the listing below.

	Responses	Percent
Instructional Delivery	452	30.1%
Academic Education	255	17.0%
Pupil Motivation	146	9.7%
Behavioral Modification	70	4.7%
Performance Assessment	72	4.8%
Staff Effectiveness Training	178	11.8%
Instructional Leadership	37	2.5%
Curricular Services	66	4.4%
Schoolwide Improvements	108	7.2%
School Environment	28	1.9%
Parental Involvement	4	0.3%
Other	88	5.9%
Unusable/No Response	207	
Total	1,711	

Q2.3 Which of the following categories best describes the **purpose** of the training course you attended?

	Responses	Percent
Employee Orientation	87	5.1%
Preservice Training	84	4.9%
In-Service Training	823	48.1%
Retraining	88	5.1%
Staff Development	629	36.8%
Total	1,711	

Q2.4 Which of these categories best describes the **focus** of the training course you attended?

	Responses	Percent
Policies & Procedures	75	4.5%
Instructional Practices	1161	69.4%
Non-Instructional Methods	217	13.0%
Administrative Skills Training	70	4.2%
Supportive Services Skills Training	151	9.0%
Unusable/No Response	37	
Total	1,711	

Descriptive Statistics

Part 2. Individual Course Evaluations (continued)

Q2.5 If the primary **focus** was Instructional Practices, check yes or no for each of the follow inquiries:

A. Designed to expand my knowledge of curriculum development?

	Yes	No	Not Sure	Unusable/ No Response	Total
Responses:	688	270	62	691	1,711
Percent:	67.5%	26.5%	6.1%		

B. Designed to assist me in the effective delivery of instruction?

	Yes	No	Not Sure	Unusable/ No Response	Total
Responses:	1045	41	22	603	1,711
Percent:	94.3%	3.7%	2.0%		

C. Designed to offer state-of-the-art pupil assessment strategies?

	Yes	No	Not Sure	Unusable/ No Response	Total
Responses:	493	397	123	698	1,711
Percent:	48.7%	39.2%	12.1%		

Q2.6 Which of these categories best describes the training **format** you experienced while attend this course?

	Responses	Percent
Structured Course Work (Credit or Noncredit)	278	16.5%
Conference	145	8.6%
Seminar	304	18.1%
Workshop	955	56.8%
Unusable/No Response	29	
Total	1,711	

DESCRIPTIVE STATISTICS

Part 2. Individual Course Evaluations (continued)

Q2.7 Which of these categories best describes the **accommodations** made for attendance at this course?

	Responses	Percent
In-house, Local District Trainer	795	46.5%
In-house, Outside Consultant	579	33.8%
Off-site, Requiring In-State Travel	321	18.8%
Off-site, Requiring Out-of-State Travel	16	0.9%
Total	1,711	

Q2.8 Instructor and Presentation Materials Effectiveness

A. Course instructor or facilitator (in the case of staff development activities) was well prepared to conduct this training.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unusable/ No Response	Total
1152	507	35	8	9	1,711
67.7%	29.8%	2.1%	0.5%		

B. Instructor/facilitator was knowledgeable in his/her understanding of the subject matter presented.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unusable/ No Response	Total
1223	464	15	2	7	1,711
71.8%	27.2%	0.9%	0.1%		

C. The handouts and audio/visual aids were very useful in helping me to understand the course.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unusable/ No Response	Total
921	657	81	23	29	1,711
54.8%	39.1%	4.8%	1.4%		

DESCRIPTIVE STATISTICS

Part 2. Individual Course Evaluations (continued)

Q2.8 Instructor and Presentation Materials Effectiveness (continued)

D. The materials will be useful as reference tools for implementing what I have learned an sharing with my peers the training I received.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unusable/ No Response	Total
828	666	148	39	30	1,711
49.3%	39.6%	8.8%	2.3%		

Q2.9 Implementation of Course Content

A. I have used the skills/knowledge acquired to change my instructional, administrative service delivery methods.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unusable/ No Response	Total
619	832	191	52	17	1,711
36.5%	49.1%	11.3%	3.1%		

B. I have used the skills/knowledge acquired to teach new content in the classroom, re administrative policies, or change pupil services I deliver.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unusable/ No Response	Total
565	804	265	56	21	1,711
33.4%	47.6%	15.7%	3.3%		

C. As a result of this course, I have attempted to improve the attitudes and commitmen students I teach or staff with whom I work

Strongly Agree	Agree	Disagree	Strongly Disagree	Unusable/ No Response	Total
696	790	162	42	21	1,711
41.2%	46.7%	9.6%	2.5%		

DESCRIPTIVE STATISTICS

Part 2. Individual Course Evaluations (continued)

Q2.10 Summary of Course Outcomes

A. Course content exceeded my expectations in terms of quality, relevance to daily routines, and attention to professional needs.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unusable/ No Response	Total
493	818	339	47	14	1,711
29.1%	48.2%	20.0%	2.8%		

B. Attending this course/activity increased my understanding of "nationally recognized" education and administrative models.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unusable/ No Response	Total
463	825	342	59	22	1,711
27.4%	48.8%	20.2%	3.5%		

C. This course improved my ability to either teach specific content areas, perform administrative duties, and/or instruct other educators.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unusable/ No Response	Total
529	804	312	49	17	1,711
31.2%	47.5%	18.4%	2.9%		

D. Skills and knowledge I acquired have improved the motivation and performance of students I teach or staff I supervise.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unusable/ No Response	Total
532	834	279	46	20	1,711
31.5%	49.3%	16.5%	2.7%		

E. I feel confident that skills and knowledge I received will result in improved performance for students considered to be "at risk" of failure.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unusable/ No Response	Total
556	807	275	49	24	1,711
33.0%	47.8%	16.3%	2.9%		

DESCRIPTIVE STATISTICS

Part 2. Individual Course Evaluations (continued)

Q2.10 Summary of Course Outcomes (continued)

F. As a result of my participation in this course, I now have a stronger commitmer teaching, administering, or providing pupil services in the public school system.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unusable/ No Response	Total
546	798	288	60	19	1,711
32.3%	47.2%	17.0%	3.5%		

DESCRIPTIVE STATISTICS

Part 3. Overall Assessment of Training and Professional Development

Q3.1 How many Chapter 2-supported courses have you attended during 1990-91 for which you are completing a separate Part 2 survey instrument today?

Number of Course Evaluation forms attached to this questionnaire?

Min.	Max.	Mean	Std. Dev.	Total Responses
0.0	5.0	1.9	1.3	951

Q3.2 My primary reasons for participating in district's Program of Training & Professional Development include my professional need:

A. To acquire effective instructional delivery skills.

	Yes	No	Do Not Instruct	Unusable/ No Response	Total
Responses:	551	63	154	207	975
Percent:	71.7%	8.2%	20.1%		

B. To improve classroom management and effective recordkeeping skills.

	Yes	No	Do Not Instruct	Unusable/ No Response	Total
Responses:	421	183	154	217	975
Percent:	55.5%	24.1%	20.3%		

C. To expand my knowledge of academic content directly to a current position.

	Yes	No	Do Not Instruct	Unusable/ No Response	Total
Responses:	420	184	155	216	975
Percent:	55.3%	24.2%	20.4%		

D. To learn more about national/local models of continuous pupil assessments.

	Yes	No	Do Not Instruct	Unusable/ No Response	Total
Responses:	364	234	154	223	975
Percent:	48.4%	31.1%	20.5%		

DESCRIPTIVE STATISTICS

Part 3. Overall Assessment of Training and Professional Development (continue

Q3.2 My primary reasons for participating in district's Program of Training & Professional Development (continued)

E. To learn about innovations in the restructuring of curriculum for effective teaching and learning.

	Yes	No	Do Not Instruct	Unusable/ No Response	Total
Responses:	510	97	154	214	975
Percent:	67.0%	12.7%	20.2%		

F. To provide more quality instruction and/or services to at-risk pupils.

	Yes	No	Do Not Instruct	Unusable/ No Response	Total
Responses:	523	85	154	213	975
Percent:	68.6%	11.2%	20.2%		

Q3.3A. In general, the district's Chapter 2-supported Program of Training & Staff Development o: sufficient opportunities for employee orientation, staff training, and professional developm

Strongly Agree	Agree	Disagree	Strongly Disagree	Unusable/ No Response	Total
313	322	48	7	285	975
45.4%	46.7%	7.0%	1.0%		

B. ...provides sufficient release time to avoid scheduling conflicts.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unusable/ No Response	Total
230	361	109	24	251	975
31.8%	49.9%	15.1%	3.3%		

C. ...offers opportunities to learn policies and procedures.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unusable/ No Response	Total
224	379	101	7	264	975
31.5%	53.3%	14.2%	1.0%		

DESCRIPTIVE STATISTICS

Part 3. Overall Assessment of Training and Professional Development (continued)

Q3.3 In general, the district's Chapter 2-supported Program of Training & Staff Development (continued)

D. ...offers opportunities to acquire effective instructional practices.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unusable/ No Response	Total
334	358	33	5	245	975
45.8%	49.0%	0.45%	0.7%		

E. ...provides training in non-instructional methods, such as enhanced classroom management strategies.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unusable/ No Response	Total
236	375	97	10	257	975
32.9%	52.2%	13.5%	1.4%		

F. ...provides training in administrative skills enhancement.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unusable/ No Response	Total
142	318	184	27	304	975
21.2%	47.4%	27.4%	4.0%		

G. ...provides training in supportive services skills development.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unusable/ No Response	Total
162	376	129	14	294	975
23.8%	55.2%	18.9%	2.1%		

H. ...offers staff an adequate variety of training formats, such as workshops, seminars, conferences and structured course work.

Strongly Agree	Agree	Disagree	Strongly Disagree	Unusable/ No Response	Total
268	324	115	14	254	975
37.2%	44.9%	16.0%	1.9%		

Summary of Statistical Findings

Part 1. Respondent Demographics

A. All Respondents

- 76 percent female
- 89 percent white
- 93 percent hold a Bachelor's or Master's Degree
- Years Employed in Current Position:

  45 percent 5 years or less
  55 percent more than 5 years

- Involvement in Site-Based/Schoolwide Improvement Activities:

  62 percent were **not** members of site-based improvement teams
  71 percent **do** participate in schoolwide improvement activities

B. Teacher Respondents Only

- Average Class Size: 25
- Grades Taught:

  63 percent teach Preschool (PS) - 6th grade
  37 percent teach 7 - 12th grade

- Teaching Experience:

  58 percent have been teaching **longer** than 10 years
  21 percent have been teaching **less** than 5 years

- Subject Areas:

  45 percent teach general subjects, grades PS - 6th grade
  13 percent teach math/science
  14 percent language arts

- At Risk Students:

  One third of the respondents stated that at least 50 percent of their students were considered to be at risk of academic failure.

SUMMARY OF STATISTICAL FINDINGS

Part 2. OVERALL ASSESSMENT OF CHAPTER 2 PROGRAM ACTIVITIES
(All Respondents)

A. Average Number of Chapter 2-funded Courses Attended: 1.9

B. Primary Reasons for Participating in District Training and Professional Development (T&PD) Activities:

1. Highest Positive Ratings:

72% –To acquire *effective instructional delivery skills*
69% –To provide more quality *instruction and/or services to at-risk pupils*
67% –To learn about innovations in the restructuring of curriculum for *effective teaching and learning*

2. Highest Negative Ratings:

31% –Do not participate in T&PD activities to learn about national/local *models of continuous pupil assessments.*
24% –Do not participate in T&PD to *improve classroom management* and effective record-keeping skills
24% –Do not participate in T&PD to *expand their knowledge of academic content* directly related to current position.

C. Impressions of the LEA Program of Training and Professional Development

Overall, **92%** of the respondents stated that they either "Strongly Agreed" (45.4%) or "Agreed" (46.7%) that local Chapter 2-supported programs of T&PD offered *sufficient opportunities for employee orientation, staff training and professional development.*

1. Highest "Strongly Agree"

46% –... opportunities to acquire effective instructional practices.

2. Highest "Strongly Disagree"

4% –... provides training in administrative skills enhancement.

The lowest combined **negative** (Disagree and Strongly Disagree) ratings were reported for:

31% –... provides training in administrative skills.
18% –... provides sufficient release time to avoid scheduling conflicts.

Summary of Statistical Findings

Part 3. Individual Course Evaluations

A. Course Characteristics

- Number of courses reported: **1,568**

- Variety of Courses Attended

  Variations in the type of training courses attended under Chapter 2-funded T&PD programs were considerable. Fifty-four separate titles which respondents could choose in identifying the courses they attended were listed in the survey appendix. Of these, four course titles accounted for 30 percent of trainee responses:

  12% –Essential Elements of Instruction
  10% –Cooperative Learning
  6% –Writing Across Curriculum
  6% –English as a Second Language

  However, selections from the existing list of course titles amounted to only 65 percent of all responses. Thus, 35 percent of the respondents reported attending additional T&PD courses/activities not initially identified by the Arizona Department of Education.

- Global Content Classification of Courses Attended

  30 percent of all courses attended (regardless of course title) were categorized under the global content heading of *Instructional Delivery*. The top four areas reported were:

  30% –Instructional Delivery
  17% –Academic Education
  12% –Staff Effectiveness Training
  10% –Pupil Motivation

- Purpose of T&PD Activity—In-service Training vs. Staff Development

  48 percent of the respondents identified the activity as being *In-service Training* (concerned with acquisition of new concepts and/or new content areas).

  37 percent identified the activities attended as *Staff Development* (concerned with improving general knowledge and aptitudes that relate to performance of daily routines)

- Focus of T&PD Activity

  70 percent of all respondents identified *Instructional Practices* as the primary focus of the T&PD activity attended.

  94 percent of these identified *Delivery of Instruction* as the primary design of the course.

SUMMARY OF STATISTICAL FINDINGS

- Format of T&PD Activity

  56 percent of all T&PD activities attended were considered to be *Workshops*, as opposed to Seminars (18%), structured course work (17%) or conferences (9%).

- Location of T&PD Activity

  80 percent of the courses were held in-house.

B. Course Evaluations

1. Instructor and Materials

a) Preparation and Knowledge

Domain: The instructor was well prepared to conduct the T&PD session and was knowledgeable of the subject matter.

Result: Respondents gave an overwhelmingly positive (98%) rating to the preparation and knowledge of the instructors conducting T&PD sessions.

	Agree/Disagree	Strongly Agree/Disagree	Combined
Positive	28.5%	69.8%	98.3%
Negative	1.4%	.3%	1.7%

b) Handout Materials

Domain: The handout materials were useful as learning tools and as reference materials to share with peers.

Result: Respondents were slightly less positive about materials used in various T&PD activities, as represented by lower "Strongly Agree" responses and an overall higher combined negative score.

	Agree/Disagree	Strongly Agree/Disagree	Combined
Positive	39.4	52.1	91.5
Negative	6.8	1.7	8.5

2. Implementation of Course Content

a) Changes in Activities

Domain: Attendance at T&PD activities resulted in changing instructional or administrative methods, the content or policies previously used or an improved attitude/commitment of students or staff.

SUMMARY OF STATISTICAL FINDINGS

Result: Nearly 15% of the respondents did not agree that positive changes occurred as a result of attending various T&PD activities.

	Agree/Disagree	Strongly Agree/Disagree	Combined
Positive	47.8%	37.0%	84.8%
Negative	12.2%	3.0%	15.2%

3. Summary of Course Outcomes

a) Effects on Instruction and Student Outcomes

Domain: Outcomes of attending the T&PD activities included improved abilities to teach specific content areas, improved motivation and performance of students and positive impact on the performance of at risk students.

Result: While responses on the impact T&PD activities had on teaching ability and on students was very positive, respondents indicated that this was not true for 20 percent of the courses taken. Based on the distribution of negative responses in this survey, 20 percent reflects a significant negative result.

	Agree/Disagree	Strongly Agree/Disagree	Combined
Positive	48.2	31.9	80.1
Negative	17.1	2.8	19.9

b) Commitment and Understanding

Domain: Outcome of attending T&PD activity was an increase in commitment to job and an increased understanding of education and administrative models.

Result: 78 percent of the respondents agreed with the impact T&PD activities had on their understanding of education and administrative models and an increased commitment to their job. However, over 22 percent disagreed with these propositions.

	Agree/Disagree	Strongly Agree/Disagree	Combined
Positive	48.0	29.9	77.9
Negative	18.6	3.5	22.1

c) Relevance

Domain: The course content exceeded my expectations in terms of quality, relevance to daily routines and attention to professional needs.

Summary of Statistical Findings

Result: 77 respondents agreed with the statement on relevance of T&PD activities to daily routines and professional needs. However, 23 percent replied that they did not agree with the statement.

	Agree/Disagree	Strongly Agree/Disagree	Combined
Positive	48.2	29.1	77.3
Negative	20.0	2.8	22.8

Summary of Statistical Findings

Disaggregated Data

Instructional personnel self-report of having 50% or more at-risk pupils in their classes.

Study Group School Districts	Yes		No		Unknown	
Alhambra Elementary	10	43.5%	8	34.8%	5	21.7%
Amphitheater Unified	6	31.6%	11	57.9%	2	10.5%
Apache Junction Unified	3	11.5%	15	57.7%	8	30.8%
Catalina Foothills Unified	3	13.6%	18	81.8%	1	4.5%
Chandler Unified	11	42.3%	13	50.0%	2	7.7%
Chino Valley Unified	3	18.8%	8	50.0%	5	31.3%
Crane Elementary	3	27.3%	5	45.5%	3	27.3%
Creighton Elementary	13	72.2%	4	22.2%	1	5.6%
Deer Valley Unified	3	15.0%	13	65.0%	4	20.0%
Flagstaff Unified	5	45.5%	6	54.5%	0	.0%
Flowing Wells Unified	6	22.2%	18	66.7%	3	11.1%
Ganado Unified	13	81.3%	3	18.8%	0	.0%
Gilbert Unified	2	14.3%	11	78.6%	1	7.1%
Glendale Elementary	7	35.0%	12	60.0%	1	5.0%
Glendale Union High	8	33.3%	13	54.2%	3	12.5%
Indian Oasis-Baboquivari Unified	18	75.0%	1	4.2%	5	20.8%
Isaac Elementary	10	66.7%	3	20.0%	2	13.3%
Kyrene Elementary	3	11.5%	22	84.6%	1	3.8%
Lake Havasu Unified	1	11.1%	7	77.8%	1	11.1%
Laveen Elementary	8	44.4%	8	44.4%	2	11.1%
Litchfield Elementary	3	18.8%	12	75.0%	1	6.3%
Madison Elementary	3	18.8%	9	56.3%	4	25.0%
Marana Unified	0	.0%	5	83.3%	1	16.7%
Maricopa Unified	8	42.1%	6	31.6%	5	26.3%
Mesa Unified	4	25.0%	12	75.0%	0	.0%
Page Unified	11	50.0%	8	36.4%	3	13.6%
Paradise Valley Unified	3	10.0%	24	80.0%	3	10.0%
Pendergast Elementary	1	5.9%	14	82.4%	2	11.8%
Peoria Unified	1	5.9%	15	88.2%	1	5.9%
Phoenix Elementary	6	60.0%	4	40.0%	0	.0%
Phoenix Union High	10	76.9%	2	15.4%	1	7.7%
Roosevelt Elementary	12	60.0%	2	10.0%	6	30.0%
Scottsdale Unified	12	46.2%	10	38.5%	4	15.4%
Sierra Vista Unified	6	23.1%	16	61.5%	4	15.4%
Sunnyside Unified	15	53.6%	10	35.7%	3	10.7%
Tempe Elementary	7	50.0%	4	28.6%	3	21.4%
Tempe Union High	5	41.7%	6	50.0%	1	8.3%
Tolleson Union High	4	26.7%	9	60.0%	2	13.3%
Tucson Unified	1	11.1%	7	77.8%	1	11.1%
Washington Elementary	7	31.8%	14	63.6%	1	4.5%
Williams Unified	2	22.2%	6	66.7%	1	11.1%
Yuma Elementary	1	12.5%	7	87.5%	0	.0%
Yuma Union High	5	26.3%	11	57.9%	3	15.8%
Total	263		412		100	

Appendix 6

Chapter 2
Coordinator
Questionnaire

ARIZONA DEPARTMENT OF EDUCATION
Research & Development Division
1535 W. Jefferson
Phoenix, Arizona 85007

CHAPTER 2 COORDINATOR QUESTIONNAIRE

– District Programs of Training & Professional Development –

Purpose: This questionnaire is part of an overall evaluation of training and professional development activities funded through Chapter 2 during the 1990-91 school year. Your responses will help the Arizona Department of Education to evaluate effectiveness of program activities administered at the district level.

Organization: This questionnaire is divided into seven parts. Part 1 requests demographic information about the respondent. Part 2 examines district mechanisms for authorizing Chapter 2 training and professional development activities. Part 3 investigates the district's process for approving staff training. Part 4 examines locally designed evaluation and strategic planning processes. Part 5 asks for your impressions of the state's Chapter 2 Program. Part 6 requests feedback regarding LEA/SEA interactions. Finally, Part 7 asks for suggestions to improve the delivery of services by the State Chapter 2 Office.

Do <u>not</u> complete this questionnaire *unless* you are a local Chapter 2 Coordinator or have formal responsibilities for organizing delivery of training and professional development activities to district personnel.

Please begin by answering questions which help distinguish you in terms of job function. You are encouraged to respond in an open manner. Note that all information obtained from this questionnaire will be kept confidential and reported only in state-aggregated form.

Thank you for your assistance.

Today's date: _____

District of employment: _____

– Part 1 –

Respondent Demographics

1. Please indicate the number of years you have been responsible for coordinating training and professional development activities for your district. ___ yrs.

2. Is coordination of Chapter 2 projects and activities your primary job? ❑ a) Yes ❑ b) No

3. Have you ever been a classroom teacher? ❑ a) Yes ❑ b) No

   If yes, how many total years of experience do you have as a classroom teacher? ___ yrs.

- Part 2 -

Focus and Training Committee Review of Activities

1. By checking (✔) all the items that apply to your Chapter 2-supported program of Training Professional Development, please indicate whether your district uses a committee structure for purposes of:

- ❑ a) Determining general policy and procedures.
- ❑ b) Formulating long-range strategic plans.
- ❑ c) Reviewing "applications" or requests by staff for training and professional development activities.
- ❑ d) Determining which types of courses will be made available to staff
- ❑ e) Setting limits on the amount of funds to be utilized for each trainee.
- ❑ f) A structured committee is not used for any of these purposes. **(If you select this response, skip question 2 below.)**

2. If your district uses a committee structure to plan and/or approve expenditures for trainin and professional development, indicate by checking (✔) all that apply, membership represented on that committee:

ADMINISTRATORS	INSTRUCTIONAL PERSONNEL	OTHERS
❑ a) Superintendent/ Assistant Superintendent	❑ e) Certified Teacher	❑ h) Parents
❑ b) School Principal/ Assistant Principal	❑ f) Teacher Aide	❑ i) Private School Representatives
❑ c) Governing Board Member	❑ g) Other Instructional Staff	❑ j) Members of Sch Business Partners
❑ d) Other District Administrators		

How many individuals serve on this district Chapter 2 review committee? _____ (k)

3. Consider the different methods by which Chapter 2 training activities are made available to personnel in your district. Expressed as a proportion of the total Training & Professional Development Program, indicate the amount of emphasis your district places on the following areas (answers should total 100%):

a) Mini-grants for innovative staff-initiated training.	_____ %
b) District-mandated inservice (either on-site or off-site).	_____ %
c) Staff-requested inservices, NOT sponsored or mandated by the District.	_____ %
d) Other: _____	_____ %
e) Other: _____	_____ %
	100%

4. What would you say is the primary focus of Chapter 2-funded training and staff development activities in your district? Check (✔) only one:

- ❑ a) Improved Instructional Delivery
- ❑ b) Enhanced Educational Content
- ❑ c) More Effective Student Motivation
- ❑ d) Improved Assessments
- ❑ e) Increased Staff Effectiveness
- ❑ f) Enhanced Instructional Leadership
- ❑ g) Improved Teacher Coaching
- ❑ h) Improved Curriculum
- ❑ i) Schoolwide Improvements
- ❑ j) Better School Environment
- ❑ k) Increased Parent Involvement

– Part 3 –

District Process for Approving Staff Training

1. Are district personnel required to submit a formal application for Chapter 2-supported training and professional development activities?
   ❑ a) Yes ❑ b) No **(If yes, please attach a copy of the training application form.)**

2. Is there a formal review process which must be addressed before training applications can be approved?
   ❑ a) Yes ❑ b) No

3. Who makes the final decision to fund an individual's request for attendance at training?
   ❑ a) District Superintendent ❑ c) Staff Developer ❑ e) Other: _____
   ❑ b) Chapter 2 Coordinator ❑ d) Committee Members

4. How many applications did you receive during the 1990-91 school year for participation in Chapter 2-funded staff training activities?
   Number of applications (not number of persons): _____ (a)
   Of applications received, how many were NOT approved for funding: _____ (b)
   (If you do not have access to a specific number, you may estimate the percentage not approved during the 1990-91 school year.)

5. Has your district established a formal limit on the dollar amount any one individual may expend in attendance at Chapter 2-funded staff training activities? ❑ a) Yes ❑ b) No
   If yes, what is this amount? $_____ (c) per individual, and/or $_____ (d) per course or activity.

6. Are there any district personnel who are required to participate in specific training and staff development activities (for example, new employee orientation)?
   ❑ a) Yes ❑ b) No (*If no*, skip the following section.)
   If Yes, indicate by checking (✓) all that apply, categories which best describe those individuals required to participate in some type of Chapter 2-funded training and professional development activity during the 1990-91 school year:

ADMINISTRATORS	INSTRUCTIONAL PERSONNEL	NONCLERICAL SUPPORT
❑ a) New School Principals/ Assistant Principals	❑ f) New Certified Teachers	❑ k) New Librarians
❑ b) Current School Principals/ Assistant Principals	❑ g) Current Certified Teachers	❑ l) Current Librarians
❑ c) New Governing Board Members	❑ h) New Teacher Aides	❑ m) New Counselors
❑ d) Current Governing Board Members	❑ i) Current Teacher Aides	❑ n) Current Counselors
❑ e) Other New or Current District Administrators	❑ j) Other New or Current Instructional Staff	❑ o) Others *(Including psychological, attendance, health, and other pupil services staff.*

7. Are there any subject areas that require instructional personnel to receive training in new content or innovative instructional methods on an annual basis? ❑ a) Yes ❑ b) No
   If yes, name three subject areas in order of training priority:
   1) _____ 2) _____ 3) _____

- Part 4 -

District Training Evaluation and Planning Processes

1. Does your district evaluate, in a formal and somewhat technical manner, the training and professional development activities attended by district personnel? ❑ a) Yes ❑ b) N

2. Considering your district's conduct of evaluations, select by checking (✔) the primary method by which staff training evaluations are obtained:

   ❑ a) All participants are required to complete an evaluation of courses or activities.
   ❑ b) Surveys are conducted through random selection of participants.
   ❑ c) Feedback is encouraged, but provided at participants' discretion.
   ❑ d) Feedback is obtained from staff meetings and peer discussions.
   ❑ e) Other: _____

3. Considering your district's conduct of evaluations, indicate by checking (✔) all that apply, how evaluations were structured:

   ❑ a) Through general or specific descriptions of training activity.
   ❑ b) Through questionnaires which contained multiple choice or scaled responses.
   ❑ c) Through interviews with trainees.
   ❑ d) Through verbal reports and other presentations by trainees to selected staff.

4. Considering your district's conduct of evaluations, specify by checking (✔) all that apply, to whom evaluations are submitted:

   ❑ a) School Principal
   ❑ b) District Chapter 2 Coordinator
   ❑ c) Chapter 2 Training Application Review Committee
   ❑ d) Local District Trainer or Outside Consultant Providing Inservice Training
   ❑ e) Other: _____

5. Considering your district's conduct of evaluations, indicate by checking (✔) all that apply, h training and professional development evaluations are utilized in your district:

   ❑ a) For strategic planning of future training and professional development activities.
   ❑ b) To provide feedback regarding specific training that was delivered.
   ❑ c) To reinforce primary emphasis of the professional development program.
   ❑ d) For breaking out future Chapter 2 staff training resources.

6. Considering your district's conduct of evaluations, specify by checking (✔) all that apply, to whom reports on training effectiveness and impact are delivered:

   ❑ a) District Superintendent
   ❑ b) Departmental Chair
   ❑ b) Chapter 2 Coordinator
   ❑ c) Staff Developer
   ❑ d) Governing Board Members

- Part 5 -

Impressions of Arizona's Chapter 2 Program

The statements below are intended to solicit your impressions of the Chapter 2 Program in general as well as provide feedback to the Arizona Department of Education (ADE) on the activities of the state Chapter 2 Office. Code your responses according to the viewpoints suggested by indicating your level of agreement or disagreement with each statement.

Circle the number which best describes your response based upon the range provided:

(SA) Strongly Agree ①
(A) Agree ②
(D) Disagree ③
(SD) Strongly Disagree ④

	SA	A	D	SD
1. The Chapter 2 Program permits my district to offer a wide variety of training and professional development options.	1	2	3	4
2. The monies allocated to the district permit purchase of training and professional development activities that otherwise would not be available to district personnel.	1	2	3	4
3. Training and professional development activities funded under Chapter 2 result in significant positive impacts for "at-risk" students.	1	2	3	4

- Part 6 -

LEA/SEA Interactions

Circle the number which best describes your response based upon the range provided:

(SA) Strongly Agree ①
(A) Agree ②
(D) Disagree ③
(SD) Strongly Disagree ④

	SA	A	D	SD
1. The application packets and guidelines developed by ADE and used by your district to apply for Chapter 2 Program funding are conducive to innovation in the design and implementation of educational projects and activities.	1	2	3	4
2. Chapter 2 staff provide appropriate technical assistance in the area of interpretation of program rules and regulations, allowability of proposed costs, and budgetary accuracy.	1	2	3	4
3. Chapter 2 staff are competent in answering district questions regarding the application process and proper implementation of proposed educational projects and activities.	1	2	3	4
4. Program monitoring, especially that which takes place at the time annual applications are being certified and processed, is helpful in our district's operation of the Chapter 2 Program.	1	2	3	4

SAMPLE

- Part 7 -

Comments for Improvement of Chapter 2 Office Services

Please indicate in the space below, any suggestions you feel would improve the type and lev of services the ADE Chapter 2 Office offers to districts.

Please comment on staff performance, attitudes, technical knowledge, annual application process, federal regulations, accessibility of data and information, or any other matter you feel important.

SAMPLE

Thank you for your time and commitment.

Descriptive Statistics

Study Group (N=41)

Alhambra Elementary
Amphitheater Unified
Apache Junction Unified
Catalina Foothills Unified
Chandler Unified
Chino Valley Unified
Crane Elementary
Creighton Elementary
Deer Valley Unified
Flagstaff Unified
Flowing Wells Unified
Ganado Unified
Gilbert Unified
Glendale Elementary
Glendale Union High
Indian Oasis-Baboquivari Unified
Isaac Elementary
Kyrene Elementary
Lake Havasu Unified
Litchfield Elementary
Madison Elementary
Maricopa Unified
Mesa Unified
Page Unified
Paradise Valley Unified
Pendergast Elementary
Peoria Unified
Phoenix Elementary
Phoenix Union High
Roosevelt Elementary
Scottsdale Unified
Sierra Vista Unified
Sunnyside Unified
Tempe Elementary
Tempe Union High
Tolleson Union High
Tucson Unified
Washington Elementary
Williams Unified
Yuma Elementary
Yuma Union High

Districts Not Responding (N=2)

Laveen Elementary
Marana Unified

Descriptive Statistics

Part 1. Respondent Demographics

Q1.1 Please indicate the number of years you have been responsible for coordinating training and professional development activities for you district?

Min.	Max.	Mean	Std. Dev.	Total Responses
0	10.0	3.8	2.4	41

Q1.2 Is coordination of Chapter 2 projects and activities your primary job?

	Yes	No
Responses	3	38
Percent	7%	93%

Q1.3 Have you ever been a classroom teacher?

	Yes	No
Responses	41	0
Percent	100%	0%

If yes, how many total years of experience do you have as a classroom teacher?

Min.	Max.	Mean	Std. Dev.	Total Responses
3.0	21.0	10.0	4.9	41

DESCRIPTIVE STATISTICS

Part 2. Focus and Training Committee Review of Activities

Q2.1 By checking all items that apply to your Chapter 2-supported program of Training & Professional Development, please indicate whether your district uses a committee structure for purposes of:

	Responses[1]
Determining General Policies & Procedures	30
Formulating Long Range Strategic Plans	31
Reviewing Applications	24
Determining Types of Courses Offered	31
Setting Limits on Funds Used	13
Structured Committee Not Used	7

Q2.2 If your district uses a committee structure to plan and/or approve expenditures for training & professional development, indicate all that apply to the membership represented on that committee.

	Responses[1]
Superintendent/Assistant Superintendent	26
School Principal/Assistant Principal	27
Governing Board Member	7
Other District Administrators	22
Certified Teacher	32
Teacher Aide	6
Other Instructional Staff	14
Parents	23
Private School Representatives	3
Members of School/Business Partnerships	3

How many individuals serve on this district Chapter 2 review committee?

Min.	Max.	Mean	Std. Dev.	Total Responses
4.0	30.0	13.9	6.4	41

[1] Due to the possibility of multiple responses, total may not equal population count.

Descriptive Statistics

Part 2. Focus and Training Committee Review of Activities (continued)

Q2.3 Consider the different methods by which Chapter 2 training activities are made available to personnel in your district. Expressed as a proportion of the total Training & Professional Development Program, indicate the amount of emphasis your district places on the following areas (should total 100%):

	Min.	Max.	Mean	Std. Dev.	N
Mini-Grants for Staff-Initiated Training	0	50.0	20.4	15.0	41
District Mandated In-service	0	100.0	37.4	27.0	41
Staff Requested In-services (Non-District)	0	80.0	41.8	24.5	41

Q2.4 What would you say is the primary focus of Chapter 2-funded training and staff development activities in your district?

	Responses	Percent
Improved Instructional Delivery	14	42%
More Effective Student Motivation	1	3%
Increased Staff Effectiveness	15	45%
Improved Curriculum	1	3%
Schoolwide Improvements	2	6%
Better School Environment	0	0%
Increased Parental Involvement	0	0%
Unusable/No Response	8	
TOTAL	41	100%

DESCRIPTIVE STATISTICS

Part 3. District Process for Approving Staff Training

Q3.1 Are district personnel required to submit a formal application for Chapter 2-supported training and professional development activities?

	Yes	No
Responses	14	27
Percent	4%	66%

Q3.2 Is there a formal review process which must be addressed before training applications can be approved?

	Yes	No
Responses	14	25
Percent	36%	64%

Q3.3 Who makes the final decision to fund an individual request for attendance at training?

	Responses	Percent
District Superintendent	5	13%
Chapter 2 Coordinator	9	23%
Staff Developer	1	3%
Committee Members	4	10%
Other	6	15%
Principle	2	5%
More Than One	12	31%
Unusable/No Response	2	
TOTAL	41	100%

Q3.4 How many applications did you receive during the 1990-91 school year for participation in Chapter 2-funded staff training activities?

Min.	Max.	Mean	Std. Dev.	N
	500.0	57.1	105.6	41

Of the applications received, how many were not approved for funding?

Min.	Max.	Mean	Std. Dev.	N
	80.0	5.7	16.7	41

Descriptive Statistics

Part 3. District Process for Approving Staff Training (continued)

Q3.5 Has your district established a formal limit on the dollar amount any one individual may expend in attendance at Chapter 2-funded training activities?

	Yes	No	Unusable/ No Response[1]
Responses	2	38	
Percent	5%	95%	

	Min.	Max.	Mean	Std. Dev.	Total
Dollar Limit Per Individual	75.0	250.0	162.5	123.7	41
Dollar Limit Per Course	75.0	250.0	162.5	123.7	41

Q3.6 Are there any district personnel who are required to participate in specific training and staff development activities?

	Yes	No
Responses	29	12
Percent	71%	29%

Indicate all categories that apply which best describe those individuals required to participate in some type of Chapter 2-funded training and professional development activity during the 1990-91 school year:

	Responses[1]
New Principals/Assistant Principals	16
Current Principals/Assistant Principals	11
New Board Members	0
Current Board Members	0
Other New/Current Administrators	6
New Certified Teachers	26
Current Certified Teachers	12
New Teacher Aides	7
Current Teacher Aides	5
Other New/Current Instructional Staff	7
New Librarians	8
Current Librarians	5
New Counselors	10
Current Counselors	7
Others	7

[1] Due to the possibility of multiple responses, total may not equal population count.

Descriptive Statistics

Part 3. District Process for Approving Staff Training (continued)

Q3.7 Are there any subject areas that require instructional personnel to receive training in new content or innovative instructional methods on an annual basis?

	Yes	No
Responses	41	0
Percent	100%	0%

DESCRIPTIVE STATISTICS

Part 4. District Training Evaluation & Planning Processes

Q4.1 Does your district formally evaluate participation in T&PD activities?

	Yes	No
Responses	27	14
Percent	66%	34%

Q4.2 Considering you districts conduct of evaluations, indicate the primary method by which staff training evaluations are obtained:

	Responses	Percent
All Complete Evaluation	23	56%
Random Sample Survey	1	2%
Feedback Via Staff Meetings / Peer Discussion	5	12%
Other	12	29%
TOTAL	41	100%

Q4.3 Considering your districts conduct of evaluations, indicate how evaluations were structured:

	Responses[1]
Other Methods	0
Descriptions of Training	23
Questionnaires	25
Interviews	12

Q4.4 Considering your districts conduct of evaluations, indicate to whom evaluations are submitted:

	Responses[1]
School Principal	15
Chapter 2 Coordinator	27
Chapter 2 Application Review Committee	8
Local District Trainer/Outside Consultant	19
Other	11

[1] Due to the possibility of multiple responses, total may not equal population count.

Descriptive Statistics

Part 4. District Training Evaluation & Planning Processes (continued)

Q4.5 Considering your districts conduct of evaluations, indicate how training and professional development evaluations are utilized:

	Responses[1]
Planning for Future Training	28
Provide Feedback	39
Reinforce Primary Emphasis	21
Breaking Out Future Resources	16

Q4.6 Considering your districts conduct of evaluations, specify to whom reports on training effectiveness and impact are delivered:

	Responses[1]
District Superintendent	25
Departmental Chair	9
Chapter 2 Coordinator	30
Staff Developer	32
Governing Board Members	15

[1] Due to the possibility of multiple responses, total may not equal population count.

Descriptive Statistics

Part 5. Impressions of Arizona Chapter 2 Program

Q5.1 Chapter 2 permits my district to offer a wide variety of training and professional development options.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Responses	31	9	1	0
Percent	76%	22%	2%	0%

Q5.2 The monies allocated to the district permit purchase of training and professional development activities that otherwise would not be available to district personnel.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Responses	31	9	1	0
Percent	76%	22%	2%	0%

Q5.3 Training and professional development activities funded under Chapter 2 result in significant positive impacts for at-risk students.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Responses	22	18	1	0
Percent	54%	44%	2%	0%

Descriptive Statistics

Part 6. LEA/SEA Interactions

Q6.1 The application packets and guidelines developed by ADE and used by your district to apply for Chapter 2 Program funding are conducive to innovation in the design and implementation of educational projects and activities.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Responses	18	23	0	0
Percent	44%	56%	0%	0%

Q6.2 Chapter 2 staff provide appropriate technical assistance in the area of interpretation of program rules and regulations, allowability of proposed costs, and budgetary accuracy.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Responses	21	20	0	0
Percent	51%	49%	0%	0%

Q6.3 Chapter 2 staff are competent in answering district questions regarding the application process and proper implementation of proposed educational projects and activities.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Responses	27	14	0	0
Percent	66%	34%	0%	0%

Q6.4 Program monitoring, especially that which takes place at the time annual applications are being certified and processed, is helpful in our district's operation of the Chapter 2 Program.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Responses	18	21	2	0
Percent	44%	51%	5%	0%

Summary of Statistical Findings

Part 1. Respondent Demographics

- Average number of years responsible for coordinating training and professional development activities (T&PD):

  Average Number of Years: 4
  Longest Number of Years: 10

- 95 percent of the respondents indicated that coordination of Chapter 2 projects is NOT their primary job responsibility.

- All of the respondents indicated that they had been classroom teachers.

Average years as classroom teacher:	10
Longest years as classroom teacher:	21

Summary of Statistical Findings

Part 2. Focus and Training Committee Review of Activities

- Use of Committee structure:

  Over 75 percent of the districts indicated that committee structures are used to

  - determine general policies and procedures
  - formulate long-range strategic plans
  - determine the types of courses offered to staff

  60 percent use committee structure to review applications for T&PD
  35 percent use committee structure to set limits on the use of funds
  13 percent DO NOT use committee structures in Chapter 2 T&PD activities

- Committee Membership:

  High
  - 82% - Teachers
  - 66% - Superintendents
  - 68% - Principals
  - 58% - Other District Personnel
  - 58% - Parents

  Low
  - 34% - Other Instructional Staff
  - 8% - Private Schools
  - 5% - Members of School/District Partnerships

- Average size of Chapter 2 Committees: 13.63 members

  Note: One district reported 60 members on the committee overseeing Chapter 2 activities.

- Emphasis of Chapter 2 Activities:

  Number of districts indicating *primary* area of emphasis (excludes districts reporting equal weights among selections): Valid N = 31

Mini-Grants:	0
District-Mandated In-service:	9
District-Sponsored In-service:	9
Staff-Requested In-service:	13
Other:	0

  Note: 18 out of 31 districts, or 58 percent, report district-supported in-service activities as the primary area of emphasis.

- Primary Focus of Chapter 2-funded T&PD Activities:

  87 percent of the districts reporting identified either Improved Instructional Delivery (39%) or Increase Staff Effectiveness (48%) as the primary focus of Chapter 2-funded T&PD activities.

Summary of Statistical Findings

Part 3. District Process for Approving Staff Training

- 63 percent of all reporting districts DO NOT require a formal application to participate in Chapter 2-funded T&PD activities.

- 62 percent indicate no formal process for reviewing applications for T&PD activities.

- Who makes the final decision to fund a request to participate in T&PD activities (allowing for multiple responses):

  34% indicated the Chapter 2 Coordinator (13 districts)
  21% indicated District Administration (8 districts)
  21% indicated Staff Developer (8 districts)

- 83 percent of the districts responding indicated that they received a maximum of 60 requests for participation in T&PD activities during the 1990-91 school year.

  The average T&PD rejection rate for these districts was 2.36. Two districts reported rejection rates in excess of 80 percent, one at 33 percent.

- 95 percent of the districts responding indicate no formal upper limit to the amount of funds any individual may receive to participate in T&PD activities.

- Required participation in T&PD activities:

  71% of the districts indicated that certain staff persons are *required* to attend T&PD activities. Of those required:

  89% are New Teachers
  59% are New Principals or Assistant Principals

- Required Annual Training:

  11 districts indicated that they require annual training for instructional personnel in specific content areas. The content areas cited are:

  Thinking Skills
  Essential Elements of Instruction (3 districts)
  Science
  Adaptive Curriculum
  Language Arts
  Chemical Abuse Prevention
  Effective Schools

Summary of Statistical Findings

Part 4. District Training and Evaluation and Planning Processes

- 63 percent indicate they conduct formal evaluations of T&PD activities.
- 66 percent indicate that all participants complete evaluations
  39 percent indicate that evaluations are completed through staff meetings and peer discussions.

  Note: The percentages cited above allow for multiple responses.
- Individual to Whom T&PD evaluations are submitted:

  79 percent indicated District Chapter 2 Coordinator or District Administration
  50 percent indicated the providers of the in-service training
- 95 percent of the districts reported that the T&PD evaluations are used to provide feedback on the specific training that was delivered.

  66 percent reported T&PD evaluations are utilized for strategic planning of future T&PD activities.
- 79 percent indicated that training effectiveness reports are delivered to the Staff Development Coordinator. 71 percent indicated delivery to the Chapter 2 Coordinator and 61 percent indicated the District Superintendent as a recipient.

Summary of Statistical Findings

Part 5. Impressions of Arizona's Chapter 2 Program

Domain: Statements focus on the usefulness of Chapter 2 programs and monies to permit offering a wider variety of T&PD activities that otherwise would not be possible.

Survey Questions: Part 5.1, 5.2

	Agree/Disagree	Strongly Agree/Disagree	Combined
Positive	24%	74%	98%
Negative	2%	0%	2%

Domain: Statement on the positive impact that T&PD activities have on at-risk students.

Survey Question: Part 5.3

	Agree/Disagree	Strongly Agree/Disagree	Combined
Positive	45%	52%	97%
Negative	3%	0%	3%

Summary of Statistical Findings

Part 6. LEA/SEA Interactions

Domain: Statement on usefulness of ADE application and guideline materials to promote innovation in the design and implementation of educational projects and activities.

Survey Questions: Part 5.1

	Agree/Disagree	Strongly Agree/Disagree	Combined
Positive	58%	42%	100%
Negative	0%	0%	0%

Domain: Statements on the usefulness of the assistance received from the ADE Chapter 2 Office.

Survey Question: Part 5.2, 5.3

	Agree/Disagree	Strongly Agree/Disagree	Combined
Positive	43%	57%	100%
Negative	0%	0%	0%

Domain: Statement on the usefulness of ADE program monitoring to help districts with their operation of Chapter 2 T&PD activities.

Survey Question: Part 5.4

	Agree/Disagree	Strongly Agree/Disagree	Combined
Positive	53%	42%	95%
Negative	5%	0%	5%

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